



Business Studies Curriculum Overview

Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

The subject focusses on all four of the school's pillars of curriculum design:

Personal Development and Empowerment – Students will be given many opportunities to voice their thoughts and feelings on businesses and their practices. Throughout the course, students will be expected to demonstrate a high level of critical thinking to analyse numerous businesses in context and make informed recommendations based on information provided.

Subject Capital – Students will be exploring a wide range of local, national and international businesses. The 'big ideas' of global businesses will be explained to students so they can focus on deep dives into business contexts and achieve mastery of analysis in their writing.

Employability Capital – Through the study of how businesses work, students will increase their employability capital exponentially. Students will also spend time focussed on the recruitment process of employment, giving them practical experience of how to research, apply, and interview for jobs.

Social and Cultural Capital – The study of ethics and legislation will embed a sense of citizenship and community engagement in students. Students will also learn their rights and responsibilities both as a potential business owner / employee and as a customer. Students will be looking at a diverse mix of businesses and increase their awareness of equity in the workplace and how to challenge discrimination.

Key stage 3/4 subject curriculum intent

To arm students with knowledge and understanding of how the world of business works. To also provide the entrepreneurial skills to prepare them for working and studying in the future.

| Year Group | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------------|--------------------------------|--|---|---|---|--|---|
| Year 10 | Topic | Business in The Real World / Setting Aims and Objectives / Sources of Finance | Business Planning / Expanding a Business / Organisational Structures / Business Locations | Recruitment, Selection and Motivation of Employees / Training | Technology in Business / Ethical and Environmental Considerations / Legislation | Production and Quality / Customer Service | The Economic Climate of Business / Globalisation / Competitive Environment |
| | Core knowledge from this topic | <ul style="list-style-type: none"> Students will be introduced to the core business topics to be studied over the GCSE course. Students will understand of the | <ul style="list-style-type: none"> Students will know how a businesses' location can affect performance and the work that goes into determining the ideal location for a business. | <ul style="list-style-type: none"> Students will learn about human resources and how employees are selected for work through the application, interview and selection process. | <ul style="list-style-type: none"> Students will know about legislation (Employment law including: <ul style="list-style-type: none"> national minimum wage/living wage | <ul style="list-style-type: none"> Students will know the three factors of production (Land, Labour, Capital) Students will be learning about the methods of | <ul style="list-style-type: none"> Students will explore the economic climate of business in real time. Students will analyse events such as interest rate rises; rising and falling unemployment; and the national |



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| | | <p>purpose and nature of business.</p> <ul style="list-style-type: none"> Students will know the reasons for starting a business. Students will know the different types of business ownership (sole trader, partnership, public limited company, private limited company, social enterprise). Students will know the definitions of enterprise and entrepreneurship. Students will learn about the methods businesses use to raise finance (loans, overdrafts, seed capital, own funds, friends & family) and appropriateness of sources of finance. Students will assess the benefits and drawbacks of each of the sources of finance in relation to new and established businesses. Students will know the difference between revenue and profit. | <ul style="list-style-type: none"> Students will understand how a business plan is formed and the why the elements that make up a business plan are important. Students will apply their knowledge into a practical task where they (in groups) will come up with a business idea and create a business plan. Students will know how businesses produce or procure stock. Students will learn and understand economies / diseconomies of scale. Students will explore the organic and external methods of expansion and how they have affected real businesses and their managerial / organisational structures. | <ul style="list-style-type: none"> Students will understand the need for recruitment; methods of recruitment and selection of employees Students will know the different types of contract of employment (full time, part time, zero hour, job share). Students will know how to create a CV and fill in a job application form. Students will understand how job advertisements are created and how the selection process works. Students will learn about the methods businesses use to keep their employees motivated and the importance of a motivated workforce. Students will be focussing in detail the methods used to train employees (induction training, on the job and off the job). Students will learn about the importance of training in the workforce – linking into legislation in businesses and how legal requirements for training must be met in preparation for the next half term. | <ul style="list-style-type: none"> the Equality Act (2010). Health and safety law including: the Health and Safety at Work Act (1974). Consumer law including trade descriptions.) and its influences over businesses. Students will understand how technology has influenced and changed businesses over the last 20 years. Students will be learning about the development of E-commerce and M-commerce, as well as digital communication methods used in businesses such as social media. Students will investigate how ethical practices are used in businesses along with the benefits and drawbacks of ethical behaviour. Students know what environmental sustainability is and how businesses achieve this. | <p>production (Job, Batch and Flow)</p> <ul style="list-style-type: none"> Students will know the three methods of quality control (Quality Control, Quality Assurance, Total Quality Management). Students will understand the methods used to make the processes of production more efficient. Students understand the concept of quality and know the consequences of poor quality production. Students will know how businesses maintain customer service standards and the benefits of providing good customer service along with the dangers of poor customer service. Students will understand why purchase customer service and aftercare services are different and important. Students will know the formulae to calculate average unit costs and profit margins. | <p>Coronavirus lockdown's effects on real businesses.</p> <ul style="list-style-type: none"> Students will be learning about businesses from around the world and how modern business has become globally interconnected. Students will know how businesses operate trading internationally and how imports and exports work. Students will spend time learning how UK businesses compete internationally. Students will be studying the concept of competition and the impact on businesses of operating in competitive markets. Students will analyse the benefits and drawbacks to a business operating with no competition at all. |
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| | Links to the national curriculum | NA | NA | NA | NA | NA | NA |
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| | Previous content that this topic builds upon | Introduction to new content. Builds on students' expected knowledge of how some businesses operate and the elements a business needs for survival (customers, cash inflows, low outflows). This is the core knowledge needed for both exam papers. | These units of study build on the students' knowledge of how businesses are formed; applying an understanding of how business locations are chosen and financed. | This half term builds on everything learned in the Autumn term and applies it to a practical task. This links to the study of organisational structures, linking into the overall study of human resources and management. The knowledge for this unit is crucial to exam paper 1. | This unit of study continues the students' learning of human resource management by focussing on automating the human elements of jobs. This unit is will also introduce legislation and builds on their basic understanding of requirements set by governments from Autumn 1. | This unit builds on students' knowledge of finance and business practices from Autumn 2 and Spring 2. | The unit focusses on building an understanding of how quality is maintained in a business from the previous half term. This unit interleaves elements from the legislation unit studied in Spring 2 through 'Do Now' tasks and home learning to enhance the learning in this unit. |
| | Key vocabulary | Wants; Needs; Enterprise; Entrepreneur; Social Enterprise; Opportunity cost; Customer; Consumer; Aim; Objective; Gap in the market; Demand; Owners; Sole Trader; Partnership; Primary industry; Secondary industry; Tertiary industry; Sectors; Survival; Brand; Seed Capital Stakeholders; Shareholders; Finance; Loan; Overdraft; Credit; Hire Purchase; Interest; Investment; Floatation; Stocks / Shares; Valuation; Assets; Profits; Retained profits; Cash inflow; Cash outflow; Mortgages; Average rate of return | Delaying; Delegation; Span of control; Franchise; Franchisee; Merger; Takeover; Product portfolio; Planning; Cash flow forecast; Competition; Decentralisation; Centralisation; Expansion; External growth; Organic growth; Procurement; Tall / Flat organisational structure; Liability; PLC; LTD | Human resources (HR); Recruitment; Curriculum vitae; Job specification; Job advertisement; Motivation; Retention; Productivity; Incentives; Full time; Part time; Job share; Zero hours contract; temporary / seasonal workers; Training; Off-the-job training | Legislation; Health & Safety; Consumer law; Equality; Diversity; Discrimination; Harassment; Maternity leave; Benefits; Litigation; Settlement; Mitigation; National minimum wage/living wage; Ethics; Environment; Sustainability; E-commerce; M-commerce; Pollution; Recycling; Minimising; Perception; ICT; Social media; Consumer engagement; Global warming; PR; Marketing; Targeted advertising; automation | Quality; efficiency; unit costs; job; flow; batch; production methods; procurement methods; JIT; JIC; TQM; quality control; quality management; inspection; Productivity; assembly line; Raw materials; Scarce resources; lead times; Channels of distribution; Complaint resolution; customer service; post sales services; customer loyalty; boycotting; word of mouth | economics; interest rates; unemployment; external factors; risk; product knowledge; Consumer spending; Telesales; Imports; Exports; exchange rates; globalisation; international trading; conglomerates; monopolies; market share; Competitive pricing; Government grants |
| | Development of cultural capital | Students will be exposed to a number of businesses both local and global. They will gain an understanding of how businesses work and the aims of businesses other than making money. | Students will be learning about personal and business finance, financial terms and how to manage money effectively. Students will also learn about hierarchies in different businesses including educational settings. | Students will learn about how to find, apply for, and interview for jobs in numerous business settings, increasing their employability prospects in their post-education life. | Students will gain a deeper understanding of various laws and how it affects them personally. Students will be taught about discrimination and unconscious bias in recruitment. Students will understand how businesses use social media to communicate to customers through advertising and direct messaging. Students will also gain an understanding of the methods businesses put in | Students will investigate what high quality means and how businesses maintain their levels of quality. Students will gain an understanding of their rights as a consumer and what to do if they are not being met. | Students will learn about how brands from around the world trade and operate in the UK compared to elsewhere in the world. Students will learn about the competitive nature of business and understand how businesses deal with competition and the legality of competitive practices. |



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| | | | | | place to ensure they are behaving ethically. | | |
| | Development of reading | <p>Students will be reading:</p> <ul style="list-style-type: none"> Startups.co.uk profile on 'The Cereal Killer' café, London (https://startups.co.uk/the-entrepreneurs-alan-and-gary-keery-cereal-killer-cafe/) Extracts from Walter Isaacson's 'Steve Jobs' BBC News article on the collapse of 'Thomas Cook' (https://www.bbc.co.uk/news/business-49791249) Case study of Elon Musk Case study of Unilever | <p>Students will be reading:</p> <ul style="list-style-type: none"> Disney press release on Disneyland Shanghai (https://bit.ly/3fnuAlw) The Liverpool Echo article on unemployment in Liverpool (2018) (https://www.liverpool-echo.co.uk/news/liverpools-hidden-jobless-shock-numbers-17100758) BBC Business article on Sainsbury's Takeover of Argos (https://www.bbc.co.uk/news/business-46135274) Case study of Disney Case study of 3M Atherstone | <p>Students will be reading:</p> <ul style="list-style-type: none"> Staff application form and cover letter for Boots Case study for Nissan IKEA's recruitment documentation (https://ikea.jobs.cz/en/how-a-selection-process-looks-like/) Evening Standard article on redundancies in Argos (https://www.standard.co.uk/news/uk/sainsbury-s-job-cuts-argos-takeover-a4340526.html) Case study of Apple | <p>Students will be reading:</p> <ul style="list-style-type: none"> Telegraph article on JustEat's drone delivery (https://www.telegraph.co.uk/technology/2016/12/01/justeat-replacing-delivery-drivers-robots/) Amazon's corporate blog on E-commerce (https://www.aboutamazon.co.uk/innovation/1-click) Cranfield University study on Aviation industry (https://www.cranfield.ac.uk/press/news-2017/new-centre-to-spearhead-uk-research-in-digital-aviation-technology) Case study on Amazon Fresh Gov.uk guidance on Discrimination, minimum wage, health & safety, and consumer laws. | <p>Students will be reading:</p> <ul style="list-style-type: none"> Channel 4 News article on Poundland (https://www.channel4.com/news/sales-slowdown-at-poundland-mirrors-end-of-loom-band-craze) Telegraph Article on Poundland (https://www.telegraph.co.uk/fashion/news/4-primark-item-latest-must-have-accessory-can-find-stock/) Case Study on Jaguar Land Rover, Atherstone & Mini Cooper Europe Case study on Centre Parcs | <p>Students will be reading:</p> <ul style="list-style-type: none"> Mirror article on Suez Canal's effects on the UK (https://www.mirror.co.uk/money/shopping-deals/suez-canal-crisis-threatens-uk-23803560) Guardian article on UK business' positively and negatively affected by Brexit (https://bit.ly/3ftGr1g) Guardian article on GBP strength (https://www.theguardian.com/business/2015/aug/03/strong-pound-holding-back-uk-exports-says-key-survey) Marks & Spencer corporate statement on ethical practice (https://corporate.marksandspencer.com/documents/plan-a-our-approach/code-of-ethics.pdf) Case study on US government Case study on Deliveroo |
| | Concepts –what will students be able to do at the end of the topic | <p>Students should be able to understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to benefit others). Students should also be able to outline the objectives of an entrepreneur.</p> | <p>Students should be able to understand the factors that influence where a business is located. They should also be able to understand the main internal and external sources of finance available and analyse the advantages and disadvantages of each method for a given situation. Students should be able to understand what stakeholders and</p> | <p>Students should be able to explain the benefits of training employees for a business, including increased productivity. Students should also understand the difference between internal and external recruitment and the benefits and drawbacks of each approach. Students should also outline and analyse the main stages in the recruitment and selection</p> | <p>Students should be able to identify and analyse where there may be a possible trade off between ethics and profit. Students should also be able to understand the impact of the changing use of ICT and how it influences business activity along with being able to assess a business' ability to deal with changes in technology. Students will learn about the changes to the business landscape due</p> | <p>Students should be familiar with job and flow production methods and understand when each is appropriate. Students should understand what procurement and logistics are and their effect on a business. Students should have an understanding of customer expectations of quality in terms of production of</p> | <p>Students should also be able to demonstrate and understand how businesses might be affected by changes in the rate of interest and identify how and why businesses might be affected by changes in levels of employment. Students should be able to demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers UK businesses.</p> |



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| | | | shareholders are and how they are different. Students should be able to understand the reasons why businesses create plans, including importance in setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised. Students should also be able to discuss the advantages and disadvantages of methods of growth. In addition to this, students should understand internal organisational structures, span of control, chain of command, layering and delegation. | process, including an understanding of job analysis, job description, person specification, and selection methods. In addition to this, students should understand the benefits of a motivated workforce, such as staff retention and high productivity. Students will be able to analyse a case study and make recommendations for a business (following the AOs for 9 mark exam questions) | to automation in businesses such as supermarkets and manufacturers and weigh up the positives and negatives of automated workforces. In addition, students should be able to analyse how digital communication is changing the way businesses communicate with stakeholders. Students are expected to know relevant examples of digital technology/communication. . Students will also be able to assess the impact of legislation on businesses, for example cost, training needs, recruitment and the consequences of failure to follow legislation for the business. | goods and the provision of services as well as how businesses identify quality problems and how businesses measure quality and the consequences of these issues. Students should be able to understand the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service. | Students should understand the impact of exchange rates on the profit and sales of those businesses that import and/or export. Students should also analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition. Students will practice looking at 12 mark exam questions by analysing two separate business facets as inter-dependable parts of a real business. |
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| Year Group | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Year 11 | Topic | Cash Flow / Analysing the Financial Performance of a Business | Marketing: Elements of the Marketing Mix / Market Research / Segmentation | Interleaved Revision and Exam Practice | | | |
| | Core knowledge from this topic | <ul style="list-style-type: none">Students will understand the financial performance of a business in much greater detail.Students will know: the importance of cash to businesses; interpreting cash flow forecastsStudents will analyse how a business is performing financially and make a judgement on whether or not a business is sustainable.Students will know how to interpret data given | <ul style="list-style-type: none">Students will understand the many facets of marketing and the marketing process from identifying customers to producing new product ranges.Students will know the types of segmentation (age, gender, location etc)Students will know the purpose and methods of market research. Students will need to define the difference between primary and secondary market research.Student will know the elements of the marketing mix (product, price, place, promotion).Students will analyse how each element of the marketing mix determines the deployment of a product/service.Students will learn how a product portfolio is monitored using the Boston Matrix and how owners of a business review a products life cycle.Students will know the difference between promotion and advertising.Students will explore the ethics of advertising. | | | | |



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| | | <p>on financial statements.</p> <ul style="list-style-type: none">Students will recall their knowledge of business formulae to calculate a business' costs in context and make recommendations on how to reduce costs/ improve profit margins. | <ul style="list-style-type: none">Students will know the different mediums of advertising (television, radio, print media, social media, word of mouth).Students will know how a business' target demographic / market segment will determine the medium of advertising used. | | | | |
| | Links to the national curriculum (if applicable) | NA | NA | NA | NA | NA | NA |
| | Previous content that this topic builds upon | This unit builds, in significant detail, on the finance unit studied in year 10 in greater depth. The unit also links to the exam Paper 2 knowledge of financial analysis. | The unit of study links to students understanding of finance, production, and customer service. Interleaved activities will also link marketing to business location and competition, demonstrating the ability to analyse the inter-dependable nature of business required for the 12 mark exam questions. | | | | |
| | Key vocabulary | Income statement; Cash flow forecast; Forecast analysis; Margin of safety; Break even; Net cash flow; Gross income; Net income; Opening balance; Closing balance; Profit maximisation; Bankruptcy; Break-even chart; Break-even output | Boston Matrix; product portfolio; market research; segmentation; primary research; secondary research; Proximity to market; Qualitative market research; Quantitative market research; Cost-plus pricing; Loss leader; Focus groups; Questionnaire; Point of sale; Promotional material; Promotions; Price penetration; Price skimming; Product differentiation; Product life cycle; Target market; Unique selling point (USP) | | | | |
| | Development of cultural capital | Students will gain the important skill of being able to analyse finances and make judgements on a business based on their financial performance. | Students will learn how products are segmented to different markets and the choices businesses need to make regarding old and new products within their portfolio. | | | | |
| | Development of reading | <p>Students will be reading:</p> <ul style="list-style-type: none">Article on PJH Logistics investment (https://www.bathroo-mandkitchenupdate.co.uk/pjh-fleet-investment-boosts-next-day-deliveries-to-70/) | <p>Students will be reading:</p> <ul style="list-style-type: none">BBC Business article on the failure of JJB sports (https://www.bbc.co.uk/news/business-19635988)Startups.co.uk profile on Graze boxes (https://startups.co.uk/blog/the-secrets-to-graze-coms-success/)Nike press release of 'Vaporfly' running shoe (https://news.nike.com/footwear/nike-tailwind-v-skept-0-official-images-and-release-info) | | | | |



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| | | <ul style="list-style-type: none"> • Telegraph Article on Tottenham Hotspur's financial record (https://www.independent.co.uk/sport/football/premier-league/tottenham-new-stadium-liverpool-fc-world-record-profit-crystal-palace-news-financial-figures-a8854661.html) • Case study on Dobbies Garden Centre • Case study on ASOS | <ul style="list-style-type: none"> • Guardian article on Fidget Spinners (https://www.theguardian.com/lifeandstyle/2017/may/03/fidget-spinner-inventor-patent-catherine-hettinger) • BBC Business profile on Snapchat (https://www.bbc.co.uk/news/newsbeat-40113445) • Advertising Standards Authority blog on 'Easter' advertising (https://www.asa.org.uk/news/easter-promotions-and-the-ad-rules.html) • Advertising Standards Authority ruling document on Molly-Mae Hague's social media advertising (https://www.asa.org.uk/rulings/molly-mae-hague-g20-1078674-molly-mae-hague.html) • Case study on Hotel Chocolat • Case study on Nintendo • Case study on the 'Call of Duty' series of games. | | | |
| | Concepts –what will students be able to do at the end of the topic | <p>Students will need to understand the consequences of cash flow problems and the effect of positive cash flow; complete and interpret sections of a cash flow forecast; evaluate possible solutions to cash flow problems, including re-scheduling payments, overdrafts, reducing cash outflow, increasing cash inflow and finding new sources of finance. Students will also be able to make judgements on the performance of a business through the interpretation of the information contained in income statements.</p> | <p>Students should understand the importance of identifying and satisfying customer needs in order to provide the right product or service for the business' intended market. Students should also be able to understand how and why different businesses use segmentation to target customers such as age, gender, income, and location. Students should understand the difference between qualitative and quantitative market research. Students should identify the benefits and drawbacks for various market research techniques and select the best method for a given business. Students should have an understanding of the product life cycle and demonstrate how demand for a product or service might change over time and be able to understand how and why businesses might broaden and balance their product portfolio using the Boston Matrix. Students should be aware of the importance of the four elements of the marketing mix and how they work together. Using this students should be able to recommend appropriate marketing activities for a given business. Students should be able to recognise how the marketing mix evolves over time and evaluate how businesses may react to this.</p> | | | |