

Curriculum Plan

Department/subject: **Business Year 10**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year 10	Autumn 1		Autumn 2	
Knowledge to be taught	<ul style="list-style-type: none"> • Why business ideas come about • How business ideas come about • The impact of risk and reward on business activity • The role of business enterprise • The purpose of business activity • The role of entrepreneurship 		<ul style="list-style-type: none"> • Identifying and understanding customer needs • The purpose of market research • Methods of market research • The use of data in market research • How businesses use segmentation to target customers • Understanding the competitive environment 	
Key Words	<ul style="list-style-type: none"> • Product • Service • Goods • Obsolete • Risk • Business failure • Lack of security • Financial loss • Reward • Business success • Independence • Profit • Revenue • Costs • Total costs 	<ul style="list-style-type: none"> • Adding value • Convenience • Branding • Quality • Design • Unique Selling Point (USP) • Entrepreneur • Entrepreneurship • Organise resources • Business decisions 	<ul style="list-style-type: none"> • Price • Quality • Sales • Market research • Primary research • Secondary research • Questionnaire • Survey • Focus group • Observation • Market reports • Government reports • Qualitative data • Quantitative data • Reliability 	<ul style="list-style-type: none"> • Demographics • Gender • Location • Market mapping • Market gaps • Target market • Competitor • Product range • Customer service • Social media

	<ul style="list-style-type: none"> • Customer • Customer needs 		<ul style="list-style-type: none"> • Market segmentation • Income 	
Links to prior knowledge (cross curricular links)	<p>Maths – KS3 – numerical/calculations – percentage differences and percentage changes, multiplication, subtraction</p> <p>Resistant materials – product design, changes in/and influences of technology</p> <p>Geography – KS3 – What economic and economy means</p> <p>Geography – KS3 – Tourism</p>			
How knowledge is assessed	<p>Assessment 1 – Starter and plenary activities, as well as directed questioning and hinged questions</p> <p>Assessment 2 – Practice exam questions relating to content for 1.1 and 1.2, peer and self-assessment, model answers and mark schemes.</p> <p>Assessment 3 – End of topic tests for 1.1 Enterprise and Entrepreneurship, and 1.2 Spotting a business opportunity.</p>			
How gaps will be addressed	<ul style="list-style-type: none"> - Hands down questioning used to assess students’ understanding and address misconceptions - Verbal feedback and support given by teachers throughout lessons - Paired discussion allows students to work together to develop their understanding - Careful tracking of homework - Homework allows for consolidation of key words and retrieval practice - Time allocated for recapping and consolidating knowledge - Specific skills lessons (construction of 3,6 and 9 mark answers) 			
Cultural Capital	<p>Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.</p> <p>Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions. Teaching approaches to the content must reflect this.</p>			