

KS5 Curriculum Overview: Business

Rationale: In Y13 we endeavour to build and consolidate the student's knowledge and understanding of a business primarily from the owner and managers point of view and ensure that they have comprehensive understanding of the influences on decision making in a business context. Students will study completely new content in Year 13, but it will build on the foundations learnt in Year 12, using the key areas of business to draw upon. Students will develop more strategic skills in Year 13, learning how businesses develop strategies, overcome resistance and bring about change. We will continue to develop the numeracy and literacy skills required by the A level exams, ensuring students can bring in their own examples, as well as use the context given to develop fully their recommendations, after fully analysing and evaluating data given.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn term 1	<p>7. Analysing the strategic position of a business</p> <ul style="list-style-type: none"> - Influences on mission, objectives, strategy and tactics. - SWOT analysis - Financial measures - PESTLE factors continued - Financial - The impact of social change - Social environment CSR - The Competitive environment - Investment appraisal - Sensitivity analysis 	<p>Fortnightly tests</p> <ul style="list-style-type: none"> - knowledge based - calculation based - use of data - timed short answers 	<p>Exercises from the textbook</p> <p>Case study based questions</p> <p>Exam questions from past papers</p>	<p>Staff Resources Business and Economics</p> <p>All lessons held in each unit folder</p> <p>Full SOL</p> <p>PowerPoints by topic/lesson</p> <p>Resources by topic</p> <p>PLC's</p>	<p>Building <u>knowledge</u> and understanding of models used to analyse strategic position of a business and determine future strategic direction.</p> <p>Understanding the models and analytical tools used for choosing strategic direction</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> - Analysis and application skills - Developing chains of reasoning - Building evaluation skills - numeracy skills 	<p>Reading of news articles is a biweekly homework– this can be through us providing articles or discussing with student's current topics/news headlines that are happening – business studies should relate to what is happening in current markets and students will need a good range of examples to draw on when they take their exams.</p> <p>We use a lot of case studies to teach students the art of gleaning the correct information from case studies so they can give the right context to essay questions. Usually, students in the class will read the case studies out loud as a group, with follow up discussion on key points taken from the case study before attempting a question.</p> <p>We subscribe to the financial times which students can access in school and review different articles</p> <p>We do a lot of work structuring essays with students, this can be firstly demonstrated, then done together and then students do independently – there will be some guidance at this point, but the idea students will build up essay writing skills, using context and deeply</p>

						analysing and evaluating information given.
Autumn term 2	<p>8. Choosing strategic direction</p> <ul style="list-style-type: none"> - Strategic direction – Ansoff's matrix - Competitive Advantage - Strategic positioning <p>9. Strategic methods: how to pursue strategies</p> <ul style="list-style-type: none"> - Growth and retrenchment - Economies & diseconomies of scale - Methods and types of growth - Innovation - Becoming an innovative organisation - Protecting innovative organisations - International trade - China and India 	Moving onto longer answer exam questions: 16 mark questions 20 mark questions	As above	As above	<p>Build on the foundations of the last half term: <u>Knowledge</u> on strategic methods, growth and innovation.</p> <p><u>Skills</u>: Chains of reasoning – analysis Use of context - application Questioning the analysis - evaluation</p>	Times 100 strategic management. And ansoffs matrix case studies. Current news. The financial times, to review strategic positioning of different businesses and their effectiveness
Spring term 1	<p>9. Strategic methods: how to pursue strategies</p> <ul style="list-style-type: none"> - Targeting overseas market -managing international businesses - Digital technology <p>10. Managng strategic change</p> <ul style="list-style-type: none"> - Causes and value of change - The flexible organisation - Barriers to change. 	Practicing timed answers: 20 mark 24 mark Use of data to support answers Calculations using appropriate formula	As above + Start of revision programme <ul style="list-style-type: none"> - Developing different revision resources - Identifying personal preferences 	As above	<p>Build on the foundations of the last half term: <u>Knowledge</u> – finishing strategic methods and looking at managing strategic change.</p> <p><u>Skills</u>: Chains of reasoning – analysis Use of context - application Questioning the analysis - evaluation Use of terminology</p>	Times 100 strategic management. And ansoffs matrix case studies. Current news. The financial times, to review strategic positioning of different businesses and their effectiveness

<p>Spring 2</p>	<p>10. Managing strategic change - Managing organisational culture Strategic implementation - Network analysis and strategic implementation - Problems with strategy</p> <p>Review of all the theories covered in the A level syllabus</p>	<p>Completing whole papers: Topic based Timed and untimed Essay planning Testing formula knowledge and ability to complete calculations</p>	<p>As above + Continuation of revision programme</p> <ul style="list-style-type: none"> - Set tasks with deadlines - Use of PLC to identify areas of weakness 	<p>As above</p>	<p>Build on the foundations of the last half term: <u>Knowledge</u> – managing strategic change and the problems it throws up for a business.</p> <p><u>Skills</u>: Chains of reasoning – analysis Use of context – application Questioning the analysis – evaluation Numeracy testing</p>	<p>Reading of news articles is a biweekly homework– this can be through us providing articles or discussing with student’s current topics/news headlines that are happening – business studies should relate to what is happening in current markets and students will need a good range of examples to draw on when they take their exams.</p> <p>We use a lot of case studies to teach students the art of gleaning the correct information from case studies so they can give the right context to essay questions. Usually, students in the class will read the case studies out loud as a group, with follow up discussion on key points taken from the case study before attempting a question.</p> <p>We subscribe to the financial times which students can access in school and review different articles</p> <p>We do a lot of work structuring essays with students, this can be firstly demonstrated, then done together and then students do independently – there will be some guidance at this point, but the idea students will build up essay writing skills, using context and deeply analysing and evaluating information given.</p>
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<p>Summer 1</p>	<p>Revision of topics and building exam skills</p>	<p>Timed essays/papers Essay planning Use of data Calculations Use of Theories</p>	<p>Revision</p>	<p>As above</p>	<p>Consolidate knowledge of Y1 and 2 content through revision Ensuring a good understanding of key terminology and how to use effectively</p> <p><u>Skills:</u> Chains of reasoning – analysis Use of context - application Questioning the analysis – evaluation Numeracy -use of data & calculations</p>	<p>Reading of news articles is a biweekly homework– this can be through us providing articles or discussing with student’s current topics/news headlines that are happening – business studies should relate to what is happening in current markets and students will need a good range of examples to draw on when they take their exams.</p> <p>We use a lot of case studies to teach students the art of gleaning the correct information from case studies so they can give the right context to essay questions. Usually, students in the class will read the case studies out loud as a group, with follow up discussion on key points taken from the case study before attempting a question.</p> <p>We subscribe to the financial times which students can access in school and review different articles</p> <p>We do a lot of work structuring essays with students, this can be firstly demonstrated, then done together and then students do independently – there will be some guidance at this point, but the idea students will build up essay writing skills, using context and deeply analysing and evaluating information given.</p>
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