

KS5 Curriculum Overview: Business

Rationale: In Y12 we endeavour to build the student's knowledge and understanding of the foundations of business by looking at the key functions of marketing, finance, operations and HR, these are central themes in business and some will have studied these at GCSE, but we will look deeper adding to existing knowledge. For others, this will be completely new content, but we start with the basics of business to ensure students have a good foundation and understanding before introducing our key themes. Throughout Year 12 we will work on developing the numeracy and literacy skills required by the A level exams, students need to be able to apply their knowledge to a range of contexts, they need to be able to analyse and evaluate and reach justified conclusions, propose solutions, so we work on developing these key skills. We want students to be able grasp the fact that the business environment is quite dynamic and is continually impacted by both the internal and external environment that it operates in and businesses have to adapt and to these changes.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn term 1	<p>1.The nature and purpose of business</p> <ul style="list-style-type: none"> - aims and objectives - different forms of business - shareholders and shares - external factors affecting businesses <p>2. Management and Leadership</p> <ul style="list-style-type: none"> - what managers do - managers, leadership and decision- making - scientific and intuitive decision making - Decision trees - opportunity costs and trade-offs - stakeholders <p>3. Decision making to improve marketing performance</p> <ul style="list-style-type: none"> - marketing and decision making - marketing and competitiveness - setting marketing objectives 	<p>A mix of short exam type questions</p> <ul style="list-style-type: none"> - written - numerical 	<p>Exercises from the textbook</p> <p>Case study based questions</p> <p>Smaller exam questions</p>	<p>Staff Resources</p> <p>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 basic <u>knowledge</u> and understanding of foundation concepts upon which Business based.</p> <ul style="list-style-type: none"> - different purposes and forms of businesses - how businesses are managed and lead - importance of marketing <p>Developing business terminology</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> - Analysis and application skills - developing chains of reasoning - numeracy skills 	<p>Reading of news articles is actively encouraged – 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 Harvard Business Review and articles will often be used from this for students.</p> <p>The library also stocks Harvard Business Review and Business Today as well as</p>

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Autumn term 2	<p>3. Decision making to improve marketing performance</p> <ul style="list-style-type: none"> - understanding markets -market research - interpreting marketing data - price and income elasticity of demand - market data and analysis - niche and mass marketing - Marketing mix 7 P's <p>4. Decision making to improve Financial performance</p> <ul style="list-style-type: none"> - financial objectives - calculating revenue costs and profits - breakeven analysis 	<p>Moving onto longer answer exam questions:</p> <ul style="list-style-type: none"> - 9 mark questions - 16 mark questions 	<p>As above + 20 mark essay question</p>	<p>As above</p>	<p>Build on the foundations of the last half term:</p> <p><u>Knowledge –</u></p> <ul style="list-style-type: none"> - importance of marketing - importance of finance <p>Developing business terminology</p> <p><u>Skills:</u></p> <p>Understanding command words in questions Chains of reasoning – analysis Use of context - application Questioning the analysis - evaluation</p>	<p>Reading of news articles is actively encouraged – 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 Harvard Business Review and articles</p>

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Spring term 1	<p>3. Decision making to improve marketing performance</p> <ul style="list-style-type: none"> -product decisions – plc and product portfolio -pricing decisions -place decisions -promotional decisions - integrating the marketing mix <p>4. Decision making to improve Financial performance</p> <ul style="list-style-type: none"> - cash flow management & forecasting -budgets and budgeting -increasing profits -cash flow v profit - sources of finance - decision making to improve financial performance 	<p>Practicing timed answers:</p> <ul style="list-style-type: none"> - 9 mark - 16mark 	<p>As above +</p> <p>Start of revision programme</p> <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:</p> <p><u>Knowledge –</u></p> <ul style="list-style-type: none"> - importance of marketing - importance of finance - importance of operational performance <p>Developing business terminology</p> <p><u>Skills:</u></p> <p>Chains of reasoning – analysis Use of context - application Questioning the analysis - evaluation</p>	<p>Reading of news articles is actively encouraged – 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</p>

	<p>5. Decision making to improve operational performance</p> <ul style="list-style-type: none"> -setting operational objectives -efficiency & labour productivity - lean production 					<p>taken from the case study before attempting a question.</p> <p>We subscribe to Harvard Business Review and articles will often be used from this for students.</p> <p>The library also stocks Harvard Business Review and Business Today as well as The Economist – which students are encouraged to read.</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>
Spring 2	<p>5. Decision making to improve operational performance</p> <ul style="list-style-type: none"> - capacity utilisation - technology & operational efficiency - analysing operational performance - improving quality - managing supply chains - managing inventory -decision making to improve operational performance <p>6. Decision making to improve HR performance</p> <ul style="list-style-type: none"> -setting HR objectives 	<p>Completing whole papers:</p> <ul style="list-style-type: none"> - Topic based - Timed and untimed - Essay planning 	<p>As above</p> <p>+ Continuation of revision programme</p> <ul style="list-style-type: none"> - Set tasks with deadlines - Use of PLC to identify areas of weakness 	As above	<p>Build on the foundations of the last half term:</p> <p><u>Knowledge –</u></p> <ul style="list-style-type: none"> - importance of operational performance - importance of HR <p>Developing business terminology</p> <p><u>Skills:</u></p> <p>Chains of reasoning – analysis</p> <p>Use of context - application</p> <p>Questioning the analysis - evaluation</p>	<p>Reading of news articles is actively encouraged – 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.</p>

	<ul style="list-style-type: none"> -motivational and engagement theory And practice -improving organisational design - managing and human resource flow - improving employer-employee relations - analysing HR performance - decision making and improved HR performance 					<p>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 Harvard Business Review and articles will often be used from this for students.</p> <p>The library also stocks Harvard Business Review and Business Today as well as The Economist – which students are encouraged to read.</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>
Summer 1	Revision of topics and building exam skills	<p>Timed essays/papers</p> <p>Essay planning</p> <p>Multiple choice for assessing breadth of knowledge</p>	Revision	As above	<p>Consolidate knowledge of Y1 content through revision</p> <p>Ensuring a good understanding of key terminology</p> <p><u>Skills:</u></p> <p>Chains of reasoning – analysis</p> <p>Use of context - application</p> <p>Questioning the analysis - evaluation</p>	<p>Reading of news articles is actively encouraged – 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>

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Summer 2	<p>Start Y2 work</p> <p>7. Analysing the strategic position of a business</p> <p>- influences on mission, objectives, strategy and tactics</p> <p>-SWOT</p> <p>- Financial measures</p>	Knowledge based testing	Mix of research and shorter essay questions to help consolidation understanding of theories	As above	<p>Building <u>knowledge</u> of models used for analysing strategic position of a business</p> <p><u>Skills</u>-</p> <p>Understanding assessment objectives</p> <p>Using numerical data</p> <p>Building analysis and evaluation skills</p>	<p>Reading of news articles is actively encouraged – 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</p>

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