

| Business and Enterprise & Resource Planning | | | | | | | | | | | | | | | |
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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 |
| 1.1 Being an Entrepreneur 1.2 Entrepreneurial motivators | 1.3 Entrepreneurial skills and attributes 1.4 Reasons for aims and objectives | 1.5 Financial aims and objectives 1.6 Non-financial aims and objectives | 1.7 Legal structures 1.8 The impact on business and enterprise of different structural characteristics | 1.9 The impact on business and enterprise of changes in structure 1.10 Internal stakeholders | 1.11 External stakeholders 1.12 Stakeholder engagement | 1.13 Stakeholder conflict 1.14 End of topic assessment | 1.15 Aspects of the market 1.16 DIRT Competitive Environment | 1.17 Primary market research 1.18 Secondary market research | 1.19 Quant & qualitative data 1.20 Mass market | 1.21 Niche markets 1.22 Business orientation | 1.22 Marketing Mix 1.23 Supply and Demand | 1.24 Pricing strategies 1.25 Place | 1.26 Factors affecting location 1.27 Promotion methods | 1.28 Promotional mix 1.29 Product | 1.30 Product Life Cycle 1.31 Product development and innovation |
| <p>By the end of this task students will:</p> <p>Know the features of entrepreneurship; understand the aims and objectives that businesses have in place; evaluate legal structures of businesses; consider the appropriate legal structure of businesses; reflect on the types of internal/external stakeholders of business, to evaluate the importance of these in business decision-making; know the different types of market research e.g: primary and secondary, qualitative and quantitative and when it is most appropriate to use them in business decision making and research.</p> | | | | | | | | | | <p>By the end of this task, students will: Describe the product types in business and focusing on the stages of the Product Life Cycle; to evaluate the factors affecting place/location uses of e-commerce in business; explain and evaluate the pricing strategies used by businesses, identify the data types/types of research; describe different ;lean production methods and reasons for using these. To know the different stages and methods of recruitment and ways to develop staff performance.</p> | | | | | |
| <p>Homework (working through homework booklets): Week 1: To define the term entrepreneur, characteristics of an entrepreneur, difference between skills and characteristics and entrepreneurial motivators; weeks 2: GCSE Pod video on aims and objectives - to list financial and non-financial aims and objectives of a firm. Week 3: legal structures research using the tiny url link provided on classcharts - GCSE Pod links assignment set on classcharts; stakeholders exam questions (from homework booklet)</p> | | | | | | | | | | <p>Homework: Week 4: To watch pricing strategies GCSE pod video and make notes on the strategies and providing examples of Businesses that use these; promotion - Examples of promotion that businesses use and the feasibility (benefits/limitations) Week 5: complete table of advertising methods, definition and adv and disadv; watch GCSE pod video on Boston Matrix and answer Q</p> | | | | | |
| <p>Key Vocab: Breakeven, profit, sales revenue, gross/net profit, sole traders, partnerships, Limited Liability, Co-operatives, Unlimited Liability, Limited/Private/Public Companies, launch, growth, maturity, decline. Entrepreneur, motivated, determined, results driven, diversification, customer service, Corporate Social Responsibility, cash flow, market share</p> | | | | | | | | | | <p>Key Vocab: Price-skimming, penetration, loss-leader pricing, psychological , cost-plus, competitive; qualitative/quantitative data, primary and secondary research, Kaizen, JIT, quality control, Quality assurance, batch, cell, flow production, recruitment, Performance related pay, commission, bonuses, zero hour contract, part time, temporary</p> | | | | | |
| <p>Curriculum Links: Links to Maths- Calculations on profit/sales/breakeven; students should be able to memorise the formulas and calculations by also showing the methods of workings out; links to Literacy - focus on glossary of key terms and writing longer answers in the exam</p> | | | | | | | | | | <p>Curriculum links: Cost plus pricing link to Maths - working out the percentage mark up price of the product. British values - diversity in the workplace</p> | | | | | |

CHARACTER & CULTURE / BRITISH VALUE LINKS: Individual liberty: Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers. Industry days are focused on team working and building self-confidence to take an active part in the activity.

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| Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 23 | Week 24 | Week 25 | Week 21 | Week 22 | Week 23 |
| 1.32 Boston Matrix 1.33 brand image | 1.34 End of topic assessment 1.35 Internal methods of recruitment | 1.36 external methods of recruitment (DIRT) 1.37 stages of recruitment | 1.38 Type of employment contracts 1.39 Employment contracts | 1.40 Internal staff training 1.41 External staff training | 1.42 Staff development and monitoring 1.43 Financial methods of motivation | 1.44 Financial methods of motivation 1.45 Non financial methods of motivation | 1.46 Maslow's Hierarchy of needs 1.47 Herzberg two-factor theory | 1.48 Outsourcing 1.49 JIT production | 1.50 Cell production 1.51 Kaizen | 1.52 Quality control 1.53 Quality assurance | 1.54 Job production 1.55 Batch production | 1.56 Flow production 1.57 Mass customisation |
| By the end of this task students will have: an understanding of the importance of customer service and ways to measure it; explain the impact of internal and external influences on businesses; to apply motivational theories such as Maslow's Hierarchy of needs to business concepts effectively. Students should be able to understand and evaluate the effectiveness of the different internal and external methods of growth as well as the challenges they may face. | | | | | | | | | | By the end of this task, students should be able to produce a cash flow forecast, statement of financial accounts and a break-even chart. They should have an understanding of the types of business undertakings and their planning. | | |
| <p>Identify the two different ways a business can recruit staff.</p> <p>Produce a poster that shows the different stages of the recruitment process, with a short description of each stage. This can be done as a flow chart.</p> <p>Employment contracts</p> <p>Define a contract of employment.</p> <p>What is the difference between a zero-hour contract and temporary contract?</p> <p>Training and disciplinary</p> | | | | | | | | | | <p>Watch this video on Customer service: https://members.gcsepoc.com/resources/6. Describe two ways to measure customer service.</p> <p>30. Why is customer service measurement important for a business? Watch these videos on Econor and describe the importance of a business then https://members.gcsepoc.com/resources/6</p> | | |
| Key Vocab: PESTLE: Political, economic, social, technological, legal, environmental, horizontal and vertical integration, Maslow, Herzberg, mergers, takeovers, joint ventures, diversification, geographical expansion | | | | | | | | | | Key Vocab: Product, price, place, promotion, joint venture, TAX, Health and Safety | | |
| Curriculum Links: Customer service - allowing students to become effective learners and members of society, key words link to English/Literacy; English is embedded throughout the resources, utilising literacy skills appropriate to the learner. Learners are stretched and challenged in their literacy. Vocabulary development is included in Lessons 5 where learners are to discover the new terms quantitative data and qualitative data, stretching the learner's literacy. In all lessons learners are encouraged to present and/or discuss their research findings. Maths is embedded where appropriate during the resources, such as in Lesson 4 with census data and in Lesson 10 with supply and demand equilibrium graphs. In addition, Lesson 19 concerns the Boston Matrix and its analysis. | | | | | | | | | | Curriculum Links: links to Careers and AS Language (vocab) and reading of the case study | | |

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| <p>Employment Legislation- Teaches them about laws around employing people and what they are entitled to as employees as well.</p> <p>Consumer Legislation- Teaches them about what their rights are as consumers, what to expect from a business when buying products online and how European Legislation. The EU – looking at countries within Europe and how they have different laws to that of the UK.</p> | <p>UK taxation system, importance of respecting the welfare system. Business studies teacher the impact of government on Business. We cover a wide range of topics that allows students to gain a general knowledge on matters such as personal finances, employment, recruitment and selection and different size organisations within the UK. : In Business the study of employment law and our ethical unit of work enables students to accept that everyone in our society has rights and these rights should be protected.</p> |
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| Week 24 | Week 25 | Week 26 | Week 27 |
| 1.58 Customer service 1.59 End of topic assessment | 1.60 Internal growth DIRT 1.61 Mergers | n | 1.64 Economies of scale 1.65 Diseconomy of scale |
| <p>be able to create different financial documents such as financial position/income, conduct ratio analysis. They analyse the types of planning carried out by businesses; reasons for planning as well as benefits of business planning.</p> | | | |
| <p>service and answer questions 6a and 6b below: https://www.youtube.com/watch?v=1.com/shared/playlists/playlist/5863849 questions to measure customer satisfaction completed? Complete customer service worksheet. Business economies of Scale and external influences affecting growth answer questions 37-39 below: https://www.youtube.com/watch?v=1.com/shared/playlists/playlist/5863789</p> | | | |
| <p>location, geographic diversification, takeovers, mergers, company Act, processes, physical environment, people</p> | | | |
| <p>inspiration within Character and Culture. Links to English case study. Link to Numeracy: working out calculations using formulas</p> | | | |

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| Week 28 | Week 29 | Week 30 | Week 31 | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 | Week 37 | Week 38 | Week 39 |
| 1.66 Physical resource requirements Human resource requirements | 1.68 Sensitivities 1.69 National legislation | 1.70 End of topic assessment 1.71 DIRT | 1.72 Short-term funding types 1.73 Long-term funding types | 1.74 Long term funding types 1.75 Financial terms and calculations | 1.76 Types of costs 1.77 Types of liabilities | 1.78 Types of assets 1.79 Financial documents: BE chart | 1.80 Cash flow forecast 1.81 Income statement | 1.82 Statement of financial position 1.83 End of topic assessment | 1.84 Profitability ratios 1.85 DIRT - Liquidity ratios | 1.86 Cash flow management 1.87 External influences- taxation | 1.88 Economics 1.89 Legislation ASSESSMENT |
| <p>By the end of this task, students will have: An understanding of types of funding when starting a business and be able to accurately calculate costs, liabilities and assets, cash flow forecasting and ratio analysis. To also analyse the figures and impact on the business. We will be launching a coursework practice project which students will be completing each week.</p> | | | | | | | | <p>By the end of this task, students will have: been able to produce a business plan which consists of 4 tasks: Action plan/timeline, research tasks on the market. business plan and evaluation where they will be able to recall knowledge from content learnt, apply this knowledge using effective tools and techniques and critically evaluate to solve a problem within the business.</p> | | | |
| <p>Funding Use the workbook attached and draw two mind maps. 1 mind map on the short-term funding methods Another mind map on the long-term funding methods Why is it risky to fund a business using personal savings? What is the difference between an overdraft and a bank loan?</p> | | | | | | | | <p>Homework: To complete practice NEA project research task 1; External influences 1) Research the current level of VAT 2) Research the current minimum wage on the gov.uk website 3) How does an increase in minimum wage affect businesses? 4) Identify two different external influences on a business.</p> | | | |
| <p>Key Vocab: marketing mix, internal/external advertising, cash flow forecast, profits, loss, gross/net profit, breakeven, liabilities, income statement</p> | | | | | | | | <p>Key Vocab: Finance, business planning. Action plan, aims and objectives, SMART, liquidity ratios, profitability ratios</p> | | | |
| <p>Curriculum Links: Recruitment topics link to C&C careers and aspirations allowing students to prepare skills for securing employment in the future</p> | | | | | | | | <p>Curriculum Links: Link to British Values, English reading, Numeracy - calculations</p> | | | |

CHARACTER & CULTURE & BRITISH VALUES: the lesson content links to recruitment into jobs and the ethics around recruitment, and not discriminating against people. Also lessons around finances and loans and starting up business, personal finance is also touched on in terms of loans, credit and bankruptcy