

Business and										NEA							
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	Week 17	Week 18
1.90 External factors that affect a business Social 1.91 technological factors	1.92 Environmental factors e.g: sustainability, CSR, ethics 1.93 Competitive environment	1.94 End of topic assessment 1.95 Purposes of business planning DIRT	1.96 Benefits of business planning 1.97 End of topic assessment	1.98 Understand sections of a business plan - executive summary 1.99 primary and secondary research	Launch practice NEA project -Task 1	Launch practice NEA project -Task 2	Launch practice NEA project -Task 3	Launch practice NEA project -Task 4	Final feedback and changes to sample NEA project	2.3 Launch NEA synoptic project - start action plan task 1 2.4 Complete task 1 - action plan (2 hours) Students to work on feedback provided	2.5 Launch task 2: Conducting research (7 hours) 2.6 Complete conducting research to inform the business plan	2.7 Complete conducting research to inform the business plan 2.8 Complete conducting research to inform the business plan	2.9 Complete conducting research to inform the business plan 2.10 Complete conducting research to inform the business plan	2.11 Complete conducting research to inform the business plan in the form of a written report 2.12 Students to work on feedback provided; Task 3 introduce business plan (10 hours)	2.13 Students to work on Business plan that focuses on the business' expansion plans and funding 2.14; business overview/summary	2.15 Conduct market analysis of the company 2.16 Conduct market analysis of the company; work on feedback provided	2.16 Create a marketing mix analysis on the business 2.17 People and Operations (work on feedback provided)
By the end of this task students will: understand the external factors that influence businesses such as technological, legal and environmental. Students should be able to suggest ways on how businesses can manage and control these factors through					By the end of this task, students will: have completed task 2: Conducting of research. Students should be able to create a written report to inform the business plan to gain finance which should include market research, market types and the marketing mix topics content areas; provide research into People and operations, marketing and finance; provide a report to justify the findings and why the methods chosen were selected												
Homework: Conduct a PESTLE analysis on a small, niche firm - Isa Flo LTD case study - use the internet for research					Homework: Conduct qualitative and quantitative/primary and secondary research into the company and practice writing this up into a report analysing the findings and justifying use of methods used; practice displaying research into graphs, pie charts and tables. Student will be working on a practice NEA project. Each week students will be researching the following: Background of the business, market information on IsaFlow Ltd, recruitment, operations and financial data of IsaFlow Ltd.												
Key Vocab: action plan, entrepreneurship, characteristics/skills, aims and objectives					Key Vocab: Marketing, finance, operations, recruitment, bank loan, overdraft, funding, competitor analysis, market shares, marketing mix, quantitative, qualitative, primary and secondary.												

<p>Curriculum links: Aims and objectives and entrepreneurship link to careers and values in Character and Culture enabling students to develop a broader perspective of the outside world; use of Maths when using graphs and creating a timescale using Excel (IT skills)</p>	<p>Curriculum links: Links to English Language; links to Maths- financial calculations/accuracy; IT - use of video as a form of evidence and uses of Microsoft (excel to demonstrate research). Equality and diversity are embedded throughout, using names of different backgrounds during the resources and activities. Stereotypes are challenged in all lessons. For example, segmentation groupings are discussed in Lesson 1, gender equality in Lesson 3, women being underrepresented in STEM careers in Lesson 14, and reference to halal meat in Lesson 1.</p>
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CHARACTER & CULTURE & BRITISH VALUES: Within the external factors topic we look at taxation types and the impact on businesses as well as 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.

Business and Enterprise/Resource Planning																				
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
2.18 Business plan - People and Operations (worth 33.3%) 2.19 Business plan - People and Operations (work on feedback provided)	2.20 Business plan: Financial planning 2.21 Financial planning (end of 10 hrs allocated time)	2.22 Work on feedback provided on financial plan 2.23 Launch task 4: Review and evaluation - to look at practice sample first	2.24 Start review and evaluation 2.25 Complete review and evaluation	2.24 Feedback on review and evaluation 2.25 Feedback and make changes on project feedback	Re-teach exam topics	Re-teach exam topics	Re-teach exam topics	Re-teach exam topics	Re-teach exam topics	Re-teach exam topics	Re-teach exam topics	Re-teach exam topics	Re-teach exam topics	SUBMIT NEA SYNOPTIC PROJECT - 1ST SUBMISSION - 30th Apr	Focus on exam strategy, long mark questions approach and strategy. How to construct long answers, understanding mark schemes and practising past papers				RESUBMISSION OF NEA PROJECT - May	UNIT 1 EXAM
Know how to: Create a business plan based on people and Operations taking into consideration human resource requirements and staffing requirements for example; conduct financial planning by including documents such as the breakeven chart and cash flow forecast. After finishing the NEA, students will then prepare for their exam at the end of the year.														Within these sessions, students should be making relevant changes/updates to their NEA project for their final submission and preparing for their exam opportunity.						
Homework: To practice creating the following documents: - cash flow forecast, breakeven chart, income statement, balance sheet based on Isa Flo case study and data. Students to be given a homework booklet in which they should complete each tasks - FAR (feedback) will be provided for students to improve their exam writing techniques and skills.; Homework for resit students - to follow the homework booklet and complete set tasks including GCSE Pod links and answering case study questions based on these.														Homework: feedback on NEA and additional research to be conducted at home as well as homework booklet with exam questions to be completed on each content area						
Key vocab: Break even, human resources, commission, annual, salary, bonuses, job description, person specification, job analysis, job rotation, interviews, costs																				

Curriculum links: 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;

Values of tolerance and respect will be promoted at all times during lessons, promoting listening to others and their opinions.

Democracy is endorsed during each lesson. Learners are asked to present their findings and opinions to the class and engage in a democratic conversation, mutually respecting and tolerating others from different backgrounds and their opinions. Rule of law is endorsed at the beginning of each lesson through embedding health and safety requirements. Changes in legislation are explored in Lesson 18.