

Curriculum overview: business

Current year 9

Key skills/content requirements at Key stage 4

Business content and understanding

Topics students need to have a good understand of

1. Characteristics of enterprises,
2. How market research helps enterprises to meet customers' needs and understand competitor behaviour,
3. Factors that contribute to the success of an enterprise,
4. Ideas for micro-enterprises,
5. Presentation skills,
6. Evaluation and review of business ideas,
7. Promotional techniques,
8. Financial record keeping,
9. Influences on businesses,
10. Improving a business' performance.

Students will need to know appropriate key terminology in order to describe and explain the business concepts within each topic with appropriate academic depth.

Students will need to know a range of case studies to help support their discussions of the topics covered. These case studies require a high level of content knowledge. The development of case studies has focused on the Wyre Forest and West Midlands.

Within each topic, good understanding of business comes from understanding how enterprises are run and the influences on the decisions they make. The influences considered are both internal and external; through the use of SWOT and PEST analysis.

Curriculum Overview

Business content and understanding: Each year students will learn about a range of small and medium enterprises to help develop their business understanding of key content. The case studies have been chosen to reflect the location of the school and develop students understanding of the area by considering the social and historical contexts.

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
Year 9	Introduction to business and marketing Entrepreneurial skills What is an enterprise? Types and characteristics of SMEs. The purpose of enterprises. Ownership and shares Businesses in the Wyre Forest. Development of written and application skills. The 4 Ps of marketing	Production, human resources and communications Quality Production methods Human resources Communication skills	Financial basics Financial documents. Payment methods. Sources of revenue and costs. Terminology in financial statements. Statement of comprehensive income. Statement of financial position. Profitability and liquidity	Knowledge of businesses in the area. Purpose of money. Trading shares and how businesses raise finance through selling shares. Communication skills Ownership types Financial basics	See knowledge organiser

	Term 1	Term 2	Term 3	Portable knowledge	Key terms
Year 10	<p>Component 1: Examining the characteristics of enterprises: What is an enterprise? Types and characteristics of SMEs. The purpose of enterprises. Entrepreneurs.</p> <p>Component 1: Exploring market research Customer needs, Using market research to understand customers. Understanding competitors.</p>	<p>Component 1: Factors that contribute to the success of an enterprise:</p> <p>Internal factors. External factors. Situational analysis. Measuring success of an SME.</p> <p>Component 3: promotion:</p> <p>Elements of the promotional mix and their purposes. Targeting and segmenting the market. Factors influencing the choice of promotional methods.</p>	<p>Component 3: financial records:</p> <p>Financial documents. Payment methods. Sources of revenue and costs. Terminology in financial statements. Statement of comprehensive income. Statement of financial position. Profitability and liquidity.</p> <p>Component 3: financial planning and forecasting:</p> <p>Using cash flow data Financial forecasting Suggesting improvements to cash flow problems Break-even analysis and break-even point.</p>	Enterprises, features and characteristics of enterprises, market research, promotional methods, financial records, financial planning and forecasting, SWOT, measuring success	See knowledge organiser
Year 11	<p>Component 2: explore ideas for a micro-enterprise activity: Generate ideas. Plan for a micro-enterprise activity.</p> <p>Component 3 promotion, financial record, and financial planning and forecasting</p>	<p>Component 2: Pitch a micro-enterprise activity: Pitching. Presenting a business pitch.</p> <p>Component 2: Review own pitch for a micro-enterprise activity:</p> <p>Use feedback and review to identify possible changes to the pitch.</p>			See knowledge organiser

Curriculum overview: business

Current year 10. Due to changes made during lockdown the course has been adapted going forward.

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Year 10	<p>Component 2: explore ideas for a micro-enterprise activity: Generate ideas. Plan for a micro-enterprise activity.</p> <p>Component 2: Pitch a micro-enterprise activity: Pitching. Presenting a business pitch.</p>	<p>Component 2: Review own pitch for a micro-enterprise activity: Use feedback and review to identify possible changes to the pitch.</p> <p>Component 3: promotion: Elements of the promotional mix and their purposes. Targeting and segmenting the market. Factors influencing the choice of promotional methods.</p>	<p>Component 3: financial records: Financial documents. Payment methods. Sources of revenue and costs. Terminology in financial statements. Statement of comprehensive income. Statement of financial position. Profitability and liquidity.</p> <p>Component 3: financial planning and forecasting: Using cash flow data Financial forecasting Suggesting improvements to cash flow problems Break-even analysis and break-even point.</p>	Market research, costs and revenue, profit, break-even and cash flow, pitching an idea, SWOT, promotion	See knowledge organiser

<p>Year 11</p>	<p>Component 1: Examining the characteristics of enterprises: What is an enterprise? Types and characteristics of SMEs. The purpose of enterprises. Entrepreneurs.</p> <p>Component 1: Exploring market research Customer needs, Using market research to understand customers. Understanding competitors.</p>	<p>Component 1: Factors that contribute to the success of an enterprise: Internal factors. External factors. Situational analysis. Measuring success of an SME.</p>			<p>See knowledge organiser</p>
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Pearson Tech enterprise assessment:

Business uses the Distinction*, Distinction, merit,, Level 2 Pass, Level 1 Pass grading system, where Distinction * is the highest.

Component 1 and 2 are internally assessed coursework, which is then externally verified. Component 3 is an externally assessed examination.

- Component 1: Exploring Enterprises looks at different enterprises to develop students' knowledge and understand of characteristics of enterprises and the skills needed by entrepreneurs.
- Component 2: Planning for and pitching an Enterprise activity enables students to individually select an idea for a micro-enterprise activity to plan and pitch. Students will individually pitch their business plan for their idea to an audience and then sue feedback to review their plan and pitch.
- Component 3: Promotion and Finance for Enterprise explores the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve their performance of an enterprise in order to make decisions and recommend strategies for success.

SMSC in business

The development of spiritual, moral, social and cultural education is at the core of many of the lessons within the business department. Judgments are made that not only have an impact on individuals but also business, the local community, the UK and World as a whole.

Spiritual development in business

Requires students to consider the views of others, the impact of their decisions and reflect on decisions once they have been made. Business is not just about making day to day decisions, but at the heart of this is a deeper understanding of the needs and wants of individuals and society as a whole. By considering the impact of decisions on stakeholders, students can understand the costs and benefits of the decision as a whole. Spiritual development is shown in the business department by exploring the roles of pressure groups and the impact of these on business, such as those against animal cruelty and the impact of this on the decisions businesses make.

Moral development in business

Requires students to use cost benefit analysis to make decisions and consider the impact of these on themselves, businesses and the wider community. All case studies are based on real businesses and issues that are faced on a daily basis. By understanding these issues, students can empathise with the needs and wants of the stakeholders concerned. Students' moral development is shown in the business department by the application of consumer protection laws to businesses and customers.

Social development in business

Social development in business is essential through the development of team work and are also given the opportunity to show their leadership skills. Very few businesses are run independently by one person, so it is essential for students to understand and practice the skills to work as a team, solve problems and lead others for the benefit of their vision. Being able to understand these skills can only be done through self and peer review, which has become a core skills within the department.

Cultural development in business

Cultural development in business is developed through the understanding of the cultural heritage of the Wyre Forest and the impact on multinational businesses on this. 21st century business is multinational and students are faced with businesses that originated in other countries every day. It is important for them to understand where these businesses are from, as well as the constraints and benefits they face from trading internationally. Students' cultural development is shown in the business department by studying of international trade, including exchange rates and the impact of EU legislation.