

## Curriculum Intent - Business Studies

Knowledge Rich

Focus on Mastery

Emphasis on long term memory and recall

Inclusion

**The aim of our curriculum is to provide students with the inspiration to develop a wide range of fundamental skills, knowledge and understanding** that will ensure that they are equipped with the necessary skills for their lives in the 21st Century; appreciate the importance of computer technology in the modern world, its significance, power and influence.

We hope to **provide students with the essential knowledge that will enable them to participate effectively and safely in the digital world** beyond our school and prepare them for an ever changing digital environment in the 21st Century; to become more confident in their abilities and more independent and develop key life skills such as problem-solving, logical thinking and self-evaluation which will enable them to effectively live their future lives as workers, consumers and members of an increasingly digital world.

- Substantive content is carefully **sequenced to build upon what came before**, serving long-term schema development by ensuring ideas/content are **connected**. In yr7 IT, the PowerPoint Project in skill Building, asks pupils to create their own digital images using the auto shapes feature, timing and transitions are added to create animation frames. In yr8 we build on this, with students using more complex auto shapes and features to create logos and banners in the Enterprise Project. There is a strong emphasis on **vertical progression within 'subjects'** e.g. content is sequenced so that students between year 7 and 11 get better at using the core applications of Microsoft office, which is a foundation/scaffold for Enterprise at KS4.
- The most important content (core knowledge) is **revisited and reviewed periodically** to ensure retention in long-term memory, lessons build on previous knowledge and examples are modelled in teacher explanations e.g. when creating a table in a database, we would refer back to creating tables in word, then explain that a database is the same information, but has been created using access and this enables us to search for a particular part of information (record) and also allows for more complex tables and searches.
- The knowledge that goes into the curriculum has been carefully thought out to ensure that students have digital literacy, an awareness of audience and good design principles. Providing experiences of a range of different applications and software, initially the teacher will select the programs students use but over time students are able to make decisions themselves. Ensuring students know how to store and organise their files so that they can easily be found again. Giving them an understanding of the devices, they can use including hard drive, USB sticks, school network server, and the cloud storage on the internet. It enables them to use technology safely. Reinforces their understanding that technology is everywhere, enables them to identify the technology they encounter and have a basic understanding of how it works. Reinforcing the fact that each programming language has its own vocabulary and grammar, but they all follow the same type of logic. Providing them with the knowledge and skills they need to keep their personal information private and treat other people with respect. To know if something goes wrong or they see something they don't like they know what to do and where to go for help.

By the end of ks4 we expect pupils will be at a level suitable for the future workplace and as active participants in a 21<sup>st</sup> century digital world.

**Cambridge National in Enterprise** and Marketing gives students the practical skills and applied knowledge they'll need in **business**. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.

The impact of our curriculum will be evidenced in our students' enthusiasm for the subject, our students' work and their progress as evidenced in their written and oral work; the progress and attainment of students in external exams.

Above all, as a result of our curriculum, our students will be digitally literate and able to join the rest of the world on a variety of digital platforms. They will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly - safely. Our biggest impact will be evidenced in the fact our learners understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 11 Enterprise &amp; Marketing</b>	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	Unit R066 Market and pitch a business proposal	
<b>Assessment</b>	Mark R066 Task 1 yacapaca revision and quizzes	Mock for R06 4 resit R064 resit revision Resubmit R065  R064 resits if needed  Assess formal pitches yacapaca revision and quizzes	Resubmit R065  R064 resits if needed  Assess formal pitches Mark R066 Task 2  Mark R066 Task 3 yacapaca revision and quizzes	Mark R066 Task 2  Mark R066 Task 3 yacapaca revision and quizzes	Submit R066 marks yacapaca revision and quizzes	
	Students will understand the contents & importance of business plan. In addition, students will be taught the threshold concept of “branding” in order to prepare them for the start of the second	the purpose & activities of each functional area. This topic is taught here because this would complete the learning for theory unit R064 which will have a mock exam in December and an external exam in	Students will sit the second attempt of the R064 theory paper in January. Following this they will acquire the threshold concepts of what goes into a business pitch, including supporting materials.	No new threshold concepts are covered during this half term. The focus has switched firmly onto consolidation  <b>Unit R066 Market and pitch a business proposal</b>	No new threshold concepts are covered during this half term. The focus has switched firmly onto consolidation.  <b>Unit R066 Market and pitch a business proposal</b>	
	work project R066. <b>Unit R066 Market and pitch a business proposal</b> <b>Learning Outcome 2: Be able to pitch a proposal for a business</b>	January. In addition, students will be taught the threshold concepts of “promotions”. <b>Unit R066 Market and pitch a business proposal</b> <b>Learning Outcome 3: Be able to pitch a business proposal</b>	<b>Unit R066 Market and pitch a business proposal</b> <b>Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal</b>	<b>Unit R066 Market and pitch a business proposal</b> <b>Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal</b>	<b>Unit R066 Market and pitch a business proposal</b> <b>Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal</b>	<b>SUMMER 2</b>
Knowledge <b>YEAR 10 Enterprise &amp; Marketing</b>	R064 Enterprise and marketing concepts & R065 Design a business proposal Task 1b - Promotion objectives	R064 Enterprise and marketing concepts & R065 Design a business proposal Task 2a - Pitch Visual	R064 Enterprise and marketing concepts & R065 Design a business proposal Task 2a - Pitch Visual	R064 Enterprise and marketing concepts & R065 Design a business proposal Task 3 - Formal pitch reflection	R064 Enterprise and marketing concepts & R065 Design a business proposal Task - Pitch review	Unit R066: Market and pitch a business proposal
<b>Assessment</b>	LO1 exam questions yacapaca revision and quizzes  R065 Task 1	Mark R065 Task 3  yacapaca revision and quizzes  LO2 - SAMPLE ASSESSMENT.docx · version 1	Mark R065 Task 5  yacapaca revision and quizzes  R064 LO2 & LO3 Assessment	Full mock exam  yacapaca revision and quizzes  R064 LO4 Assessment	Full mock exam Real exam (late May)  Submit R065 if done yacapaca revision and quizzes	
<b>Knowledge</b>	The key concepts at the start of this course are “what is a customer” and the concept that customers can be grouped by different characteristics (“market segmentation”) and these are therefore taught early in the first term.  <b>LO1 Understand how to target a market</b>	Having established in the previous term how different types of customer have different needs, this term logically focusses on ways to identify what these needs may be. The key threshold concepts are therefore primary & secondary research, sampling and customer feedback techniques which are relevant to new business start ups	Key Threshold Concepts: Spring Term 1 Students will be preparing for mid-year exams now and will learn three examined concepts which are not used in the coursework tasks. The reason they are covered now is to allow for them to be further revisited prior to the end of year exams. These concepts are: product life cycles, extension strategies and product differentiation.	During this half term, students will learn about the impact of external factors on product development: technological developments, economic developments and legal issues. This topic is taught now to allow for it to be revisited prior to the end of year exams. Given that students produced designs last term, it is logical that they now understand the techniques for reviewing designs.	Students learn about the characteristics of different types of cost and how revenue is calculated as these are threshold concepts to the understanding of profitability and break even analysis. In addition, students consider a variety of pricing strategies and their appropriateness  <b>Unit R065 Design a business proposal</b>	This half term is punctuated by the end of year exams and only two new concepts are introduced: appropriate forms of business ownership and sources of capital for business start-ups.  <b>Unit R066: Market and pitch a business proposal</b>  <b>Learning Outcome 1: Be able to develop a brand identity and promotional plan to target a customer profile</b>  Task 1a - What’s branding?

	<p>Understanding customer needs a market</p> <p>Market segmentation</p> <p>Primary market research</p> <p>Secondary market research</p> <p><b>R065 L01 Be able to identify the customer profile for a business challenge</b></p> <p>Task 1 - Market Segmentation</p> <p>Task 1 - Customer Profile</p>	<p><b>R064 L02 Understand what makes a product or service financially viable</b></p> <p>Cost of producing the product or service</p> <p>2.2 Revenue generated by sales of the product or service</p> <p>2.3 Use of break-even as an aid to decision making</p> <p>2.4 Profit level</p> <p>3.1 The product lifecycle</p> <p>3.2 Extension strategies</p> <p>How to create product differentiation</p> <p>3.4 The impact of external factors on product development</p> <p><b>R065 L01 Be able to identify the customer profile for a business challenge</b></p> <p><b>Unit R065 Design a business proposal</b></p> <p><b>Learning Outcome 2: Be able to complete market research to aid decision relating to a business challenge</b></p> <p>Task 2 – What is Sampling? Part 2 -4</p> <p>Task 3 - Initial Hat Designs</p> <p>Task 4 Feedback</p> <p>Break even lesson Task 5</p>	<p>R065 coursework task 3 call for students to produce designs for the product they will be marketing so creative techniques (mood boards, SCAMPER model) is covered in this half term.</p> <p><b>R064 Learning Outcome 3: Understand product development</b></p> <p>3.1 The product lifecycle</p> <p>3.2 Extension strategies</p> <p>How to create product differentiation</p> <p>3.4 The impact of external factors on product development</p> <p><b>Unit R065 Design a business proposal</b></p> <p><b>Learning Outcome 3: Be able to develop a design proposal for a business challenge</b></p> <p>R065 task 4 Feedback</p> <p>Break even lesson Task 5</p> <p>Task Part 2 Pricing Strategies</p> <p>R065 task 5 part 4 Risk Assessment</p>	<p><b>Unit R064 Enterprise and marketing concept; Learning Outcome 4: Understand how to attract and retain customer</b></p> <p>4.1 Factors to consider when pricing a product to attract and retain customers</p> <p>Types of pricing strategies and the appropriateness of each</p> <p>4.3 Types of advertising methods used to attract and retain customers and the appropriateness</p> <p>4.4 Sales promotion techniques used to attract and retain customers and the appropriateness</p> <p>4.5 How customer service is used to attract and retain customers</p> <p>R065 summary Sheet</p>	<p><b>Learning Outcome 4: Be able to review whether a business proposal is viable</b></p> <p><b>Unit R064 Enterprise and marketing concept; Learning Outcome 4: Understand how to attract and retain customer</b></p> <p><b>Learning Outcome 5: Understand factors for consideration when starting up a business</b></p> <p><b>Learning Outcome 6 Understand different functional activities needed to support a business start-up</b></p> <p>5.1 Appropriate forms of ownership for business start-ups</p> <p>5.2 Source(s) of capital for business start-ups</p> <p>5.3 The importance of a business plan</p> <p>6.1 The purpose of each of the main functional activities that may be needed in a new business</p> <p>6.2 The main activities of each functional area</p> <p>R065 summary Sheet</p>	<p>Task 1a - Create hat brand</p> <p>Task 1a - Create hat brand</p> <p>Task 1a - Discuss branding methods</p>
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<p><b>Skills</b></p>	<p>Once the key threshold concepts are established, students can begin to develop the analytical and evaluative skills to be able to describe how market segmentation is used to “target” customers and the value of segmentation to businesses. Students will develop the skill of being able to identify real examples of market segmentation.</p>	<p><i>Students will need to develop the skills required to carry out primary market research, to analyse the results, to draw conclusions and to present the final results professionally. Students should also be able to evaluate why market research is important and analyse advantages and disadvantages of each method.</i></p>	<p>Students will develop the skill to able to analyse and justify when each could be used most appropriately (R064 theory) Students will develop the subject skill of being able to create a new design proposal which has been informed by the market research analysis they completed in the previous term</p>	<p>Students will demonstrate the skills of analysis and evaluation using both self-assessment and peer assessment to review their initial design proposals in relation to their previously completed market research and previously identified customer profile.</p>	<p><i>Students will demonstrate judgement when analysing the appropriateness of different pricing strategies for different situations, will forecast likely sales and likely costs based on the market research previously completed. Students will complete break even analysis and draw appropriate conclusions.</i></p>	<p>Students will develop good examination techniques during this half term. They will become familiar with the layout, content and assessment of the R064 theory paper. They will understand the difference between good and average answers and they will practise long answer questions under timed conditions.</p>
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