Park Vale Academy

Inspire, Challenge, Enrich

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We believe that students deserve a Business curriculum that prepares them for the economic, digital, fast-paced world they live in. Business Studies gives young people the skills and abilities to engage positively with the business world. They learn how products and business systems work, the skills that businesses require to thrive, ICT skills digital technologies that business rely on. 603/7004/X

Year 10	**Autumn HT 1**	**Autumn HT 2**	**Spring HT 1**	**Spring HT 2**	**Summer HT 1**	**Summer HT 2**
Topic and/or Key Question	CONTENT AREA 1 Entrepreneurship, Business Organisation and Stakeholders 16 x 1 hr lessons	[2 lessons c/fwd. HT1] CONTENT AREA 2 Market Research, Market Types and Orientation and Marketing Mix 20 x 1 hr lessons		CONTENT AREA 3 Human resource requirements for business and enterprise 18 x 1 hr lessons	[6 lessons c/fwd. HT2] CONTENT AREA 4 Operations management 15 x 1 hr lessons	CONTENT AREA 5 Business Growth 10 x 1hr lessons
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	**1.1 Entrepreneurship** 1.1 Being an entrepreneur 1.2 Entrepreneurial motivators 1.3 Entrepreneurial skills and attributes **1.2 Business and enterprise aims and objectives** 2.1 Reasons for aims and objectives 2.2 Financial aims and objectives 2.3 Non-financial aims and objectives 1.3 Structures **3.1 Legal structures** 3.2 The impact on business and enterprise of different structural characteristics 3.3 The impact on business and enterprise of changes in structure **1.4 Stakeholders** 4.1 Internal stakeholders 4.2 External stakeholders Stakeholder engagement 4.4 Stakeholder conflict	**2.1 The market** 2.1.1 Aspects of the market **2.2 Market research** 2.2.1 Primary market research 2.2.2 Secondary market research 2.2.3 Data types 2.2.4 Market types 2.2.5 Business orientation types **2.3 Marketing mix** 2.3.1 Price 2.3.2 Place 2.3.3 Promotion 2.3.4 Product 2.3.5 Product life cycle and product life cycle extension strategies 2.3.6 Product development and innovation 2.3.7 Boston Matrix 2.3.8 Branding		**3.1 Human resources** 3.1.1 Methods of recruitment 3.1.2 Stages of recruitment 3.1.3 Type of employment contracts **3.2 Staff development and monitoring** 3.2.1 Methods of staff development and monitoring **3.3 Motivation** 3.3.1 Financial methods of motivation 3.3.2 Non-financial methods of motivation 3.3.3 Motivation theories	**4.1 Operation Management** 4.1.1 Outsourcing 4.1.2 Lean production 4.1.3 Maintaining and improving quality 4.1.4 Production methods 4.1.5 Customer service	**5 Business Growth** 5.1 Business and Enterprise Growth 5.1.1 Internal Growth 5.1.2 External Growth 5.1.3 Efficiencies and Costs of Business and Enterprise 5.1.4 Challenges of Growth
Literacy	English is embedded throughout the resources, utilising literacy skills appropriate to the learners, and activities that also stretches and challenges their literacy. Vocabulary development is included in lessons, for example, where learners learn new key terms and more advanced vocabulary. In all lessons learners are encouraged to present and/or discuss their research findings.					
Key Vocabulary **(School Improvement Priority)**	Entrepreneur, Characteristics Skill, Motivators Demotivators, Motivation Business, Risk, Capital Customer Needs, Differentiation Enterprise, Gap in the Market Limited Liability, Aim, Objective Break Even, Profitability Revenue, Profit Maximisation Customer satisfaction, Expansion Diversification, Ethical Responsibility, Financial	quantitative data and qualitative data Product, Price, Place, Promotion Tangible, Intangible, Lifecycle, Maximisation, Market Share, Introduction Growth, maturity, decline, Extension, New Markets, Market Share, Distribution, E-Commerce, Cost Plus, Competitive Pricing, Price Skimming, Penetration Pricing, Research, Primary, Secondary, Focus groups, Customer loyalty, Consumer Knowledge, Niche Market, Mass Market, Market Orientation, Product Orientation, advertising, Branding		Transfers, intranet, headhunting web-based, trade journals person specification, shortlist, candidate, references, job description, recruitment agencies zero hour, recruitment agencies equality, redundancies, disciplinary induction, appraisals, wages' salaries, performance related pay, Bonuses, Commission, Profit Sharing, Organisational Structures, Restructuring, Delayering,	Outsourcing Operation Management Just in Time, Physical Resources Quality Control, Benchmarking Quality Assurance Total Quality Management Job Production Mass, Batch & Flow Production Chain of Command Span of Control	Customer Service Customer Satisfaction Complaints Motivation Operational Competitiveness Diseconomies Control Coordination Communication

	Non-Financial, Survival, Target Market, Sole Trader, Partnership, Franchise, Private Limited Company, Public Limited Company, Cooperative, Franchisee, Franchisor		Redundancies, Flat Structure, Tall Structure,		
Extended Writing / Disciplinary Reading **(School Improvement Priority)**	Reading – Guardian Business News articles/ NCFE workbooks/ NCFE Text book. Higher mark questions requiring extended answers	Reading – Guardian Business News articles/ NCFE workbooks/ NCFE Text book. Higher mark questions requiring extended answers	Reading – Guardian Business News articles/ NCFE workbooks/ NCFE Text book. Higher mark questions requiring extended answers	Reading – Guardian Business News articles/ NCFE workbooks/ NCFE Text book. Higher mark questions requiring extended answers	Reading – Guardian Business News articles/ NCFE workbooks/ NCFE Text book. Higher mark questions requiring extended answers
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check Year 10 Mocks

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Year 11	**Autumn HT 1**	**Autumn HT 2**	**Spring HT 1**	**Spring HT 2**	**Summer HT 1**	**Summer HT 2**
Topic and/or Key Question	CONTENT AREA 6 Sources of enterprise funding and business finance 21 x 1 hr lessons	[c/fwd. from HT1] CONTENT AREA 7 The impact of the external environment on business and enterprise 10 x 1 hr lessons	CONTENT AREA 8. Business and enterprise planning PLUS LINKS TO SYNOPTIC PROJECT 21 Hours	Synoptic Project 21 hours & Exam revision	Synoptic Project 21 hours & Exam revision	EXAM 603/7004/x 6th June 2021
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	**6.1 Business and enterprise funding.** 6.1.1 Funding types. **6.2 Financial terms, documents, and tools.** 6.2.1 Financial terms and calculations. 6.2.2 Costs, liabilities, and assets. 6.2.3 Financial documents. 6.2.4 Ratio analysis. 6.2.5 Cash flow management.	**7.1 The impact of the external environment on business and enterprise** 7.1.1 External influences	**8.1 Business and enterprise planning** 8.1.1 Purposes and benefits of planning 8.1.2 Sections of a business plan			

Key Vocabulary **(School Improvement Priority)**	Funding, Credit card, Debit Card Loan, Grants, start-up costs Running Costs, Fixed Costs Variable Costs, Liabilities Fixed Assets, Crowd Funding Trade Credit Overdraft, Bank Loan Cash Flow, Break-Even Balance, Profitability, Liquidity	Gross Domestic Product Interest living wage trends legislation VAT, Income tax Corporation tax Human Resources Cultural Remuneration	Business Planning Operational Planning Change Management Industry Profile Target Market Legal Structure Gross Profit Nett Profit Competitive Environment			
Extended Writing / Disciplinary Reading **(School Improvement Priority)**	Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills. Reading, understanding and inference – Synoptic case study and practice case study. Extended answers – practice exam questions					
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals End of Unit Knowledge check Year 11 Mocks	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals Practice exam papers	Group work/presentation Case Study and discuss Individual activity Teacher observation – continuous. Teacher to consistently ask questions to individuals Practice exam papers	