

# Curriculum Overview

## Business



### Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

### Numeracy and literacy

Teachers should take opportunities to develop students' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

### Purpose of study

The Business curriculum is designed to develop students' understanding of how businesses operate within local, national and global contexts. Students explore how entrepreneurs identify opportunities, manage resources and make decisions in competitive markets. Through studying business, students develop analytical, problem-solving and decision-making skills that prepare them for further study, employment and participation in an increasingly complex economic world.

## **Curriculum Aims**

Our Business curriculum aims to develop students' understanding of how businesses operate and make decisions in real-world contexts. Students will explore the role of entrepreneurs, the importance of marketing and finance, and how businesses respond to opportunities and challenges.

The curriculum encourages students to develop commercial awareness, financial understanding and enterprise skills. Students are encouraged to think critically about business decisions and evaluate the impact those decisions have on customers, employees and society.

Through engaging and practical learning experiences, students will develop confidence in presenting ideas, analysing information and applying their knowledge to realistic business scenarios.

## **Building on prior learning**

Students entering Key Stage 3 may already have developed an understanding of money, enterprise and simple economic ideas through subjects such as mathematics, geography and PSHCE. They may have encountered basic enterprise activities in primary school and understand simple concepts such as buying, selling and profit.

The Key Stage 3 Business rotation builds on these ideas by introducing students to the purpose of businesses, the role of entrepreneurs and the key decisions businesses make regarding marketing and finance.

## **What are the skills gaps?**

Students often have limited understanding of how businesses operate beyond being consumers. Many students are unfamiliar with key financial terminology and may lack confidence in analysing business scenarios or making justified decisions.

The curriculum therefore focuses on developing:

- financial awareness
- commercial understanding
- analytical thinking
- communication and presentation skills

Students are supported in developing confidence when presenting ideas and evaluating business decisions.

### **Curriculum Threads (Disciplinary Knowledge)**

<b>Disciplinary Knowledge Strands</b>	<b>KS3</b>	<b>KS4 GCSE Business</b>
Enterprise and Entrepreneurship	Students explore what businesses are and why they exist. They learn about entrepreneurs, business ideas and the characteristics needed to run a successful business.	Students develop a deeper understanding of enterprise, entrepreneurship and business ownership while analysing the risks and rewards of starting and running a business. These concepts are explored further through the Edexcel GCSE Business course, particularly Theme 1: Investigating Small Business.
Marketing	Students are introduced to the promotional mix and the importance of understanding customers and target markets.	Students explore market research, segmentation and the marketing mix, analysing how businesses attract and retain customers. These concepts are developed further through Theme 1 and Theme 2 of the Edexcel GCSE Business specification.
Finance	Students learn why businesses need finance and explore different sources of finance available to new businesses.	Students develop understanding of business costs, revenue, profit and cash flow, evaluating financial performance and decision making within the Edexcel GCSE Business course.
Business Decision Making	Students begin to evaluate business ideas and consider how businesses make decisions about products, marketing and finance.	Students analyse business scenarios, interpret data and justify decisions using business concepts and evidence.
Communication and Presentation Skills	Students develop skills in presenting and pitching business ideas clearly and persuasively.	Students communicate business reasoning effectively through written explanations and extended responses in exam-style questions.

### **Assessment Objectives – Edexcel GCSE Business**

<b>Assessment Objective</b>	<b>Descriptor</b>
AO1 (35%)	Demonstrate knowledge and understanding of business concepts, terminology and issues.
AO2 (35%)	Apply knowledge and understanding of business concepts to a variety of contexts.
AO3 (30%)	Analyse and evaluate business information and issues to make justified decisions and recommendations.

## **Vocabulary**

Having a rich, ambitious vocabulary is vital for students to succeed both in school and in the wider world.

Tier 2 vocabulary includes ambitious words that enable students to access academic texts and examination questions.

Tier 3 vocabulary refers to subject-specific terminology such as:

- entrepreneur
- revenue
- profit
- marketing
- promotion
- investment
- finance
- target market

These terms are explicitly taught and reinforced throughout the Business curriculum to ensure students can communicate effectively within the subject.

## **Assessment**

Assessment in Business is primarily formative at Key Stage 3 and embedded within lessons through discussion, short written responses and practical enterprise tasks. Students demonstrate their understanding through presentations, evaluation activities and the development of business ideas.

At Key Stage 4, students complete exam-style questions and case study analysis in preparation for the Edexcel GCSE Business examinations.

## **Careers and Real-World Applications**

The Business curriculum provides students with opportunities to develop an understanding of how businesses operate in real-world contexts and the skills required within the modern workplace. Students explore how entrepreneurs identify opportunities, manage resources and respond to changing market conditions.

Through practical activities such as developing business ideas, analysing case studies and pitching business proposals, students gain insight into a range of careers including entrepreneurship, marketing, finance, management and business operations.

The curriculum supports students in developing transferable skills such as communication, decision making, financial awareness and problem solving, which are valuable across a wide range of career pathways and further study opportunities.

## Curriculum Sequencing

Key Stage 3: Year 9 Business Rotation (13 weeks) – Long Term Planning

	<b>Year 9 Rotation (13 weeks)</b>
<b>Knowledge</b>	<p><b>9.1 Introduction to Business</b></p> <ul style="list-style-type: none"><li>• Understanding what a business is and why businesses exist</li><li>• The role of businesses in society and the economy</li><li>• Different types of businesses and entrepreneurs</li><li>• Understanding business aims and objectives</li><li>• Why businesses set targets and goals</li></ul> <p><b>9.2 Skills and Characteristics of Entrepreneurs</b></p> <ul style="list-style-type: none"><li>• Key skills needed to run a successful business</li><li>• Reliability, mindset and work ethic in business</li><li>• Qualities of successful entrepreneurs</li><li>• Understanding risk and decision making in business</li></ul> <p><b>9.3 Marketing and Promotion</b></p> <ul style="list-style-type: none"><li>• Understanding the promotional mix</li><li>• Advertising, sales promotion and digital marketing</li><li>• Identifying target audiences</li><li>• Creating effective promotional strategies</li></ul> <p><b>9.4 Sources of Finance</b></p> <ul style="list-style-type: none"><li>• Understanding why businesses need finance</li><li>• Internal and external sources of finance</li><li>• Advantages and disadvantages of different funding options</li></ul> <p><b>9.5 Developing a Business Idea</b></p> <ul style="list-style-type: none"><li>• Generating realistic business ideas suitable for young entrepreneurs</li><li>• Identifying customer needs and market opportunities</li><li>• Planning a simple business concept</li></ul> <p><b>9.6 Pitching a Business Idea</b></p> <ul style="list-style-type: none"><li>• Creating a presentation to pitch a business idea</li><li>• Applying knowledge of promotion and finance</li><li>• Communicating ideas clearly and persuasively</li><li>• Presenting a realistic business proposal suitable for a young entrepreneur</li></ul>

### Skills developed in KS3 to support the transition to KS4

- generating and evaluating business ideas
- presenting and pitching business proposals
- analysing simple financial and marketing information
- decision making and justification of ideas

### Key Stage 4 Year 10 – Long Term Planning – EDEXCEL GCSE

	Autumn Term	Spring Term	Summer Term
<b>Knowledge</b>	<b>10.1 Enterprise and Entrepreneurship (Theme 1)</b> <ul style="list-style-type: none"> <li>• Characteristics of entrepreneurs</li> <li>• Risk and reward</li> <li>• Business aims and objectives</li> </ul> <b>10.2 Spotting a Business Opportunity (Theme 1)</b> <ul style="list-style-type: none"> <li>• Customer needs</li> <li>• Market research</li> <li>• Market segmentation</li> </ul>	<b>10.3 Putting a Business Idea into Practice (Theme 1)</b> <ul style="list-style-type: none"> <li>• Business location</li> <li>• Business plans</li> <li>• Sources of finance</li> </ul>	<b>10.4 Making the Business Effective (Theme 1)</b> <ul style="list-style-type: none"> <li>• The marketing mix</li> <li>• Product, price, promotion and place</li> </ul>

### Key Stage 4: Year 11 – Long Term Planning – EDEXCEL GCSE

	Autumn Term	Spring Term	Summer Term
<b>Knowledge</b>	<b>11.1 Growing the Business (Theme 2)</b> <ul style="list-style-type: none"> <li>• Business growth</li> <li>• Globalisation</li> <li>• Ethics and the environment</li> </ul>	<b>11.2 Making Marketing Decisions (Theme 2)</b> <ul style="list-style-type: none"> <li>• Product life cycle</li> <li>• Branding and promotion</li> <li>• Pricing strategies</li> </ul>	<b>11.3 Making Financial Decisions (Theme 2)</b> <ul style="list-style-type: none"> <li>• Business costs and revenue</li> <li>• Profit and loss</li> <li>• Break-even analysis</li> </ul>