

Year 10 Business – Long Term Plan

Students begin studying Theme 1 which concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2 examines how a business develops beyond the start-up phase.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|---|
| <p>Enterprise and entrepreneurship</p> <ul style="list-style-type: none"> - How and why new business ideas come about - The role of an entrepreneur - The profit tree - Aims and objectives - The role of business enterprise - Risk and reward <p>Spotting a business opportunity</p> <ul style="list-style-type: none"> - Customer needs - Competition - Market research - Qualitative and quantitative data - Social media | <p>Spotting a business opportunity</p> <ul style="list-style-type: none"> - Importance of reliable data - Market segmentation - Market mapping <p>Putting a Business Idea into Practice</p> <ul style="list-style-type: none"> - Differing aims/objectives - Calculating revenue, cost and profit - Break even level of output, margin of safety - Managing cash flow - Short term sources of finance - Long term sources of finance | <p>Making a start up effective</p> <ul style="list-style-type: none"> - Limited and unlimited liability - Sole traders and partnerships - Private limited companies - Franchising - Business location - The marketing mix - Business plans <p>External influences on business</p> <ul style="list-style-type: none"> - Internal and external stakeholders - Stakeholder conflict - Impact of technology on revenue and costs. | <p>External influences on business</p> <ul style="list-style-type: none"> - Impact of technology on the marketing mix - Consumer law - Employee law including anti-discrimination - Health and safety - Impact of employment and income changes - Inflation - Exchange rates - Business taxation - Responding to changes in technology, legislation and the economic climate <p style="text-align: center;">Year 10 Mid Year Exam</p> | <p>Growing the Business</p> <ul style="list-style-type: none"> - Internal and external growth - Becoming a public limited company (PLC) - Internal and external finance sources for growth - Changes to aims and objectives as a business grows - Globalisation and business - International competition - Ethics and profit - The environment and profit - The impact of pressure groups | <p>Revision</p> <p style="text-align: center;">Year 10 End of Year Graduation Exam</p> <p>Feedback</p> |

Unit 1.1 – Enterprise and Entrepreneurship: students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

Intended learning:

- How and why new business ideas come about.
- The role and qualities of an entrepreneur
- The concept of profit and loss
- Aims and objectives of a business
- The role of business enterprise
- Methods of adding value
- Risk and reward

Character: Students will understand the necessary skills needed for someone to be a successful entrepreneur and understand what it means to take a calculated risk.

Competence: Students will gain an understanding of the key concepts of profit and loss and added value.

Community: Students will gain an understand of how businesses have non financial aims and well as financial ones, for example donating to a charitable cause.

Tier 2 vocabulary: Consumer, obsolete, risk, intuition, ethics, aim, objective

Career links: Small business owner, product development

Curriculum sequencing: This first unit introduces the idea of business enterprise, however some elements from later units have been included to provide a stronger foundation for students to access subsequent learning, these areas include profit and loss and business aims which they build on in unit 1.3.

Unit 1.2 – Spotting a Business Opportunity: students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

Intended learning:

- Customer needs
- Strengths and weaknesses of competitors
- Market research; purpose and primary/secondary methods
- Use of qualitative and quantitative data
- The role of social media within market research
- The importance of reliable market research data
- Methods of market segmentation
- Use of market mapping to spot gaps in the market

Character: Students will gain the opportunity to develop enterprising minds by exploring how entrepreneurs spot a gap in the market.

Competence: Students will gain an understating of the key concepts of customer needs, competition, market research, market segmentation and market mapping. Students will begin to analyse qualitative and quantitative data.

Community: Students will gain an understand of how needs may vary between customers and how businesses can adapt their products/services to meet the needs of a range of demographics.

Tier 2 vocabulary: primary, secondary, qualitative, quantitative, convenience

Career links: Market research analyst, social media executive

Curriculum sequencing: The unit provides the foundation for unit 1.3 where students explore how to make a business idea ‘happen’ as well as later units, for example where students explore how the marketing mix can be adapted in order to meet the needs of different customers.

Unit 1.3 – Putting a Business Idea into Practice: this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

Intended learning:

- Why aims and objectives differ between businesses
- Calculation of revenue, costs and profit
- Calculation of the Break Even Level of Output and Margin of Safety
- Interpretation of break even diagrams
- The importance of cash to a small business
- Cash flow forecasting
- Short and long term sources of finance

Character: Students will gain an understanding of the information required to make sound decisions around finance in their professional and personal lives.

Competence: Students will gain competence in key financial calculations as well as understanding the importance of managing cash flow to reduce the chance of business failure.

Community: Students will consider how the objectives of a not for profit organisation such as Traidcraft may be different to a profit making business, as well as exploring the objectives of local businesses in Bristol.

Tier 2 vocabulary: interest, cash, forecasting, capital, retain, retrospective

Career links: Business strategist, small business owner, finance manager

Curriculum sequencing: The unit builds especially on the content from unit 1.1, for example now extending knowledge of aims/objectives to considering how and why these vary between organisations. Pupils grow their understanding of concepts such as profit and loss to now make calculations. This unit provides a foundation for subsequent content such as the different forms of business ownership, and how these affect the financial risk as well as the ability of the business to raise finance. In year 11, students extent their knowledge of profit to calculating gross and net profit margins.

Unit 1.4 – Making the Business Effective: students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

Intended learning:

- Forms of business ownership (sole trader, partnership, private limited companies)
- Limited and unlimited liability
- The advantages and disadvantages of franchising
- Factors affecting business location, including the impact of the internet.
- The marketing mix (product, place, price, promotion)
- Business planning

Character: Students will be equipped with the knowledge to reduce potential financial risks if they start their own business.

Competence: Students will gain an understanding of key concepts such as marketing, as well as developing the ability to construct and argument, for example considering the advantages and disadvantages of franchising.

Community: Students will consider how a range of stakeholders may be affected if a private limited company fails, emphasising the importance of responsible decision making within business.

Tier 2 vocabulary: liability, partnership, proximity, recession

Career links: Sole trader/partner, franchise owner, marketing consultant, influencer

Curriculum sequencing: Students build on prior learning, for example considering how different forms of ownership increase/decrease risk, and how business planning may support a business in gaining long term finance. This unit provides a foundation for later learning around marketing in particular, for example where students consider the impact of pressure groups on the marketing mix in unit 1.5, and the impact of globalisation on the marketing mix in unit 2.1.

Unit 1.5 – External Influences on Business: students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Intended learning:

- Internal and external stakeholders
- Why conflict may arise between different stakeholders
- The impact of technology on small businesses, including how the marketing mix is affected.
- Impact of following/now following consumer, employee and H/S legislation
- Impact of economic change on small businesses
- Responding to changes in technology, legislation and the economic climate.

Character: Students will understand how businesses can be resilient in the face of challenges, taking sometimes difficult decisions to respond to change.

Competence: Students will gain an understanding of key concepts such as inflation, exchange rates and taxation. Students will build on prior knowledge, for example exploring how technology affects the marketing mix.

Community: Students will gain a secure understanding of anti-discrimination legislation, further they will be encouraged to consider how business decisions may affect different stakeholders such as staff and the local community in different ways.

Tier 2 vocabulary: internal, external, stakeholder, conflict, legislation, economy

Career links: Business manager, auditor, employee relations.

Curriculum sequencing: In this topic, students continue to develop their understanding of marketing, they also build on prior knowledge around profit/loss to consider how the profit may be affected by legislation, technological change and economic change. This is the last unit of theme 1 and provides students with the key knowledge they need to understand how a business can grow, for example an understanding of exchange rates is

Unit 2.1 – Growing the Business: – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

Intended learning:

- Internal and external methods of growth
- Expanding to become a Public Limited Company
- Internal and external finance sources for growth
- Changes to aims and objectives during expansion
- The impact of globalisation on business
- Changing the marketing mix to compete internationally
- Barriers to international trade
- Ethics and profit, the environment and profit
- Pressure groups and how they affect the marketing mix

Character: Students will gain an appreciation of how to make more ethical and sustain sustainable choices as business owners, managers or staff, as well as a consumer.

Competence: Students build on their prior learning of limited companies, business aims, marketing and profit/loss. Students continue to contextualise their answers but begin to apply this skill to larger businesses in the UK/globally.

Community: Students will have an opportunity to explore ethical issues such as animal rights and also explore how they can make their voice heard in society to lobby businesses/the government to demand change in a peaceful way.

Tier 2 vocabulary: assets, domestic, globalisation, ethics, sustainability

Career links: Sustainability consultant, project manager

Curriculum sequencing: In this topic students build on prior knowledge, e.g. limited companies, marketing and business aims. Students then develop their understanding of marketing for growing businesses further in the next topic.

Year 11 Business – Long Term Plan

Students continue to study Theme 2 examines how a business develops beyond the start-up phase, drawing on prior knowledge from content learned in theme 1 to build their understanding of the interconnected nature of business. Students also follow a bespoke revision programme based on performance in the mock exam series.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|---------------------------------------|--------------------------|
| <p>Making marketing decisions</p> <ul style="list-style-type: none"> - The product design mix - The product life cycle - Product differentiation - Pricing strategies - Promotional strategies - Place and distribution (retailing and e-tailing) - Integrated marketing mix <p>Making operational decisions</p> <ul style="list-style-type: none"> - Production processes - Impact of technology - Stock management - Procurement - Working with suppliers - Managing quality - The sales process - Customer service | <p>Revision and Mock Exam Series 1</p> <p>Making financial decisions</p> <ul style="list-style-type: none"> - Gross and net profit - Profit as a performance indicator - Gross profit margin - Net profit margin - Average rate of return - Interpreting graphs/charts - Use of market/marketing data - Interpreting and making decisions using financial data. | <p>Making human resource decisions</p> <ul style="list-style-type: none"> - Hierarchical and flat structures - Centralised and decentralised structures - The importance of effective communication - Different ways of working - Impact of technology on how people work - Different job roles <p>Revision for Mock Exam Series 2</p> | <p>Mock Exam Series 2</p> <p>Making human resource decisions</p> <ul style="list-style-type: none"> - Introduction to recruitment - Internal and external recruitment - Types of training and performance reviews - Training, motivation and retention - Re-training to use new technology - Motivating staff | <p>Revision and GCSE Exams</p> | <p>GCSE Exams</p> |

Year 11 GCSE Business – Long Term Plan

Students continue to study Theme 2 examines how a business develops beyond the start-up phase, drawing on prior knowledge from content learned in theme 1 to build their understanding of the interconnected nature of business. Students also follow a bespoke revision programme based on performance in the mock exam series.

Unit 2.2 – Making Marketing Decisions: – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

Intended learning:

- Product: The design mix, the product life cycle, extension strategies, the importance of differentiation
- Price: Pricing strategies, influences on price
- Promotion: advertising, sponsorship, product trials, special offers, branding. The use of technology in promotion.
- Place/methods of distribution: retailing and e-tailing
- Using an integrated marketing mix to build competitive advantage.

Character: Students will develop their entrepreneurial skills to be able to make decisions around the most appropriate promotion method.

Competence: Students develop their knowledge of marketing to gain a secure understanding of product design elements, pricing strategies, promotion strategies and the advantages/disadvantages of distribution methods.

Community: Students will consider the impact of e-tailing on the High Street and the impact this has on local communities.

Tier 2 vocabulary: differentiation, function, aesthetics, niche, viral

Career links: Marketing consultant, product designer, retail manager

Curriculum sequencing: Students develop their understanding of marketing significantly from unit 1.4, 1.5 and 2.1. They also apply their understanding of profit, loss and market share when studying pricing, promotion and place. In unit 2.3 students consider how the choice of place for a business affects the product range a business can offer. In unit 2.4 students consider the average rate of return, which would apply to marketing campaigns.

Unit 2.3 – Making Operational Decisions: – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

Intended learning:

- Production processes: job, flow and batch.
- Impacts of technology on production
- Managing stock: bar gate stock graphs and Just in Time management
- The role of procurement/forming effective relationships with suppliers
- Managing the sales process

Character: Students will continue to become confident decision makers with enterprising minds, e.g. deciding the best production method to use.

Competence: Students develop a secure understanding of production, stock management, procurement and customer service. Students are given the opportunity to analyse stock level data as well as apply to unfamiliar contexts.

Community: Students will explore how they can build effective relationships with suppliers based on trust and integrity.

Tier 2 vocabulary: automation, standardised, flexibility, engagement

Career links: production manager, retail manager, buyer, salesperson

Curriculum sequencing: Students apply their understanding of previous learning such as how different production processes affect the ability of a business to meet customer needs. In unit 1.4 students will gain the skills to assess the financial impact of investing in new technology.

Unit 2.4 – Making Financial Decisions: – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

Intended learning:

- Gross and net profit
- Gross profit margin and net profit margin
- Average rate of return
- Using information from graphs and charts as well as financial, marketing and market data to inform and justify decisions
- The use and limitations of financial information in understanding business performance and justifying business decisions

Character: Students will gain the confidence to make decisions based on financial data, reducing the chance of poor decision making in business.

Competence: Students will develop their quantitative skills as well as gain a key understanding of vital concepts such as average rate of return which are needed for effective business decision making.

Community: Students will consider how sound decision making based on financial evidence can protect all stakeholders, from shareholders to staff.

Tier 2 vocabulary: gross, net, interpretation, performance

Career links: business finance manager, market analyst, statistician

Curriculum sequencing: The unit build on students understanding of profit and loss from unit 1.1. Further, students are able to apply concepts such as the average rate of return to decisions such as whether to invest in new production machinery. This unit also links to the final unit in the sense that financial decision making is essential when recruiting staff and structuring a business.

Unit 2.5 – Making Human Resource Decisions: – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

Intended learning:

- Organisational structures within business
- The importance of effective communication
- Different ways of working
- Different job roles and responsibilities
- How businesses recruit people
- How and why businesses train and develop employees
- The importance of motivation within the workplace

Character: Students will explore a range of job roles they may access in an organisation as well as the different ways of working they may adopt in the future to allow them to progress their career alongside other priorities in life.

Competence: Students develop a secure understanding of concepts how a business is structured as well as be able to assess the advantages and disadvantages of different recruitment, training and motivation methods.

Community: Students will continue to explore the theme of anti-discrimination within recruitment as well as consider how they are able to train and motivate others.

Tier 2 vocabulary: hierarchy, formal/informal, motivate, autonomy

Career links: human resources, recruitment consultant, learning/development

Curriculum sequencing: In this final unit students build on their understanding of business growth to explore how the structure of a business changes as it expands as well as ensuring that a business can experience continued success through effective recruitment, training and motivation.