|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Stage 4 GCSE Business Studies (Edexcel) | | | | | | |
| **Y10 BUS** | * 1. Entrepreneurship   Maths- probability and statistics (Y10SP)  Art- product design and manufacture  IT- E-commerce, m-commerce and technology advancements (Y7/8)   |  | | --- | | **1.1.1 The dynamic nature of business** | | Why new business ideas come about:  ● changes in technology / changes in wants  ● products and services becoming obsolete.  How new business ideas come about:  ● original ideas /adapting existing products/ services/ideas. | | * + 1. **Risk and reward** | | The impact of risk and reward on business activity:  ● risk: business failure, financial loss, lack of security  ● reward: business success, profit, independence. | | **1.1.3 The role of business enterprise**   |  | | --- | | The role of business enterprise and the purpose of business activity  ● to add value: convenience, branding, quality, design, unique selling points.  The role of entrepreneurship:  ● an entrepreneur: organises resources, makes business decisions, takes risks. | | | 1.2 Spotting Opportunities   |  | | --- | | Art- identifying human behaviour, attraction to aesthetics  IT- Technology advancements and AI in shopping. Use of cookies for research methods. (Y7/8)  **1.2.1 Customer needs** | | Identifying and under-standing customer needs  ● what customer needs are: price, quality, choice,  convenience  ● the importance of identifying and under-standing customers |   **1.2.2 Market research**   * The purpose of market research: * Methods of market research: * The use of data in market research:   **1.2.3 Market segmentation**   * identifying market segments: location, demographics, lifestyle, income, age   ● market mapping to identify a gap in the market and the competition.  **1.2.4 The competitive environment**  **Business Plan project-**   * **Risks and rewards** * **Objectives** * **Segmentation / Customer needs** * **Market mapping** * **Market Research** | 1.3 Finance  Computing- Spreadsheets (Y7SU)  Maths- Percentages (Y7SP & 8,9AU)  Maths- Graphs / diagrams & scatter graphs (Y10SP)  Maths- Average statistics (Y10SP)  1.3 Aims and objectives  1.3 Sources of finance  1.3 Revenues, costs and profits  1.3 Cash flow  1.3 Improving revenue and cash flow  1.3 Breakeven | 1.4 Making the business effective Computing- E-commerce (Y9AU)  Art- Research (Y8SP)  1.4.1 The options for start-up and small businesses   * Ownership * Franchises   1.4.2 Business location   * 1.4.3 The marketing mix Product * Price * Place * Promotion * Differentiation   1.4.4 Business plans | 1.5  Understanding external influences on business  Geography- Earning a living (Y7,8,9 SU)  RE- Human rights (Y9AU)  Computing- E-commerce (Y9AU)  Geography- UK economy (Y10SP)  English- Power and Conflict (Y10S)  1.5.1 Business stakeholders  1.5.2 Technology and business  1.5.3 Legislation and business   * Consumer * Employee   1.5.4 The economy and business   * Business Cycle * Exchange Rates   1.5.5 External influences   * SWOT | 2.1 Growing the business  Geography- UK economy (Y10SP)  Geography- Global fashion (Y7AU, Y8 SP)  RE- Ethics & Fairtrade (Y9 AU)  RE- Religion and life  RE- Child labour & Human rights (Y9 AU)  Computing- Ethics (Y10SU)  History-Wall Street crash  2.1.1 Business growth   * Organic * Inorganic * Financing   2.1.2 Changes in business aims and objectives  2.1.3 Business and globalisation  2.1.4 Ethics, the environment and business   * Ethics * Pressure Groups * Environment * Government   Revision and  Mocks |
| **Y11 BUS** | 1.5 & 2.1  Understanding external influences on business  Geography- Earning a living (Y7,8,9 SU)  RE- Human rights (Y9AU)  Computing- E-commerce (Y9AU)  Geography- UK economy (Y10SP)  English- Power and Conflict (Y10S)  History-Wall Street crash  1.5.1 Business stakeholders  1.5.2 Technology and business  1.5.3 Legislation and business   * Consumer * Employee   1.5.4 The economy and business   * Business Cycle * Exchange Rates   1.5.5 External influences   * SWOT   2.1.1 Business growth   * Organic * Inorganic * Financing   2.1.2 Changes in business aims and objectives  2.1.3 Business and globalisation  2.1.4 Ethics, the environment and business   * Ethics * Pressure Groups * Environment * Government | 2.2 Marketing Decisions] English- Power and Conflict (Y10S  2.2.1 Product  2.2.2 Price  2.2.3 Promotion  2.2.4 Place  2.2.5 Using the marketing mix to make business decisions | 2.3 Operational Decisions  Geography- Resources management (Y9 SU)  Computing- Databases (Y8SU)  Geography- Resources management (Y10AU)  2.3.1 Business operations   * Operations * Stock * Technology   2.3.2 Working with suppliers  2.3.3 Managing quality  2.3.4 The sales process  3 Finance recap (needs to be built on before 2.4)  2.4 Making Financial Decisions  Computing- Spreadsheets (Y7SU)  Maths- Percentages (Y7,8,9 AU)  Maths- Graphs / diagrams & scatter graphs (Y10SP)  Maths- Average statistics (Y10SP)  1.3 Revenues, costs and profits  1.3 Cash flow  1.3 Breakeven  2.4.1 Business calculations   * Gross Profit * Net Profit * ARR   2.4.2 Understanding business performance | 1.3 Finance recap (needs to be built on before 2.4)  2.4 Making Financial Decisions  Computing- Spreadsheets (Y7SU)  Maths- Percentages (Y7,8,9 AU)  Maths- Graphs / diagrams & scatter graphs (Y10SP)  Maths- Average statistics (Y10SP)  1.3 Revenues, costs and profits  1.3 Cash flow  1.3 Breakeven  2.4.1 Business calculations   * Gross Profit * Net Profit * ARR   2.4.2 Understanding business performance | 2.5 HR Decisions  RE- employment law and discrimination  English- Power and Conflict (Y10S)  2.5.1 Organisational structures  2.5.2 Effective recruitment  2.5.3 Effective training and development  Employment law  2.5.4 Motivation |  |

Dark Green = Subject Links

Red = Previous learning links

Orange = SMSC links

**Key Stage 3 - National Curriculum**

|  |  |
| --- | --- |
| **Strand of KS3 National Curriculum** | **Description of Strand** |
| **1** | design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems |
| **2** | understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem |
| **3** | use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions |
| **4** | understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] |
| **5** | understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems |
| **6** | understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits |
| **7** | undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users |
| **8** | create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability |
| **9** | understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns |

**National Curriculum for Computer Science and ICT**

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

***All pupils should be taught to:***

|  |  |
| --- | --- |
| **Strand of KS4 National Curriculum** | **Description of Strand** |
| **4.1** | develop their capability, creativity and knowledge in computer science, digital media and information technology |
| **4.2** | develop and apply their analytic, problem-solving, design, and computational thinking skills |
| **4.3** | understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns |