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| Year 10 Business | Intent | Our students will leave our school with the intention of joining the world of work.  It is our responsibility to prepare them in the best way, to understand the purpose of the organisations they will work for and the role they hold within it. On completion of the business course students will know the economic world around us and will make informed decisions to contribute towards business success. Students will have the tools to succeed within a company and have the confidence to become a self-sufficient entrepreneur; remembering how each topic will contribute to their success in the world of work. |
| Assessment strategy | Edexcel GCSE Exam   * Both paper one and paper two are identical in structure which makes focusing on theory and content the main priority, allowing students to focus on recall of information within the exams. * Both exams have a section which focusses on business knowledge and two sections which look at current businesses and how this knowledge is applied in the real world.   The Edexcel GCSE is accessible to students of varying abilities and teams theory with real world examples, preparing them for application in any career path chosen. |

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|  |  | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Year 10 Business | Disciplinary knowledge | * 1. Entrepreneurship | 1.2 Spotting Opportunities | 1.3 Finance | 1.4 Making the business effective | 1.5  Understanding external influences on business | 2.1  Understanding external influences on business |
| Substantive knowledge | |  | | --- | | 1.1.1 The dynamic nature of business | |  | | * + 1. Risk and reward | |  | | * + 1. The role of business enterprise     2. Added Value     3. Role of entrepreneurship | | |  | | --- | | 1.2.1 Customer needs | |  |   1.2.2 Market research  1.2.3 Market segmentation  1.2.4 The competitive environment  Business Plan project-   * Risks and rewards * Objectives * Segmentation / Customer needs * Market mapping   Market Research | 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 | 1.4.1 The options for start-up and small businesses  1.4.2 Business location  1.4.3 The marketing mix Product   * Price * Place * Promotion * Differentiation   1.4.4 Business plans | 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 |
| Justification | Students will learn what it means to be enterprising and the key qualities shown by entrepreneurs. They will recognise the difference between invention an innovation and how both concepts involve some form of entrepreneurship. Students will develop their own enterprise skills learning how different creative thinking techniques can promote creativity within the workplace. They will learn how risks can be calculated and how the calculated risks can then be strategically minimised. They will associate risks with the key questions entrepreneurs should ask before starting their venture to avoid failure. | Students will learn the concepts of setting up a business, how essential it is to identify customer wants and needs. Students will learn the methods of identifying such needs through the use of primary and secondary data and look at methods of collection. The topic will also cover the different ownership types a business could have and the benefits and drawbacks of each ownership type. | Students will learn cover all elements of financing a business. This will include how to **start up** a business, eg pay for premises, new equipment and advertising, how to **run** the business and **expand** the business. Students will establish that r**evenue** is the income earned by a business over a period of time. | The unit will cover the concept of marketing and how the marketing mix defines business strategies for each different product. The students will analyse different marketing mixes and create new strategies for failing products. They will look at extension strategies to boost sales and what strategies can be used to gain repeat purchases. The students will look at the Boston Matrix and how this helps a company see its successful and weaker products. | Students will learn how businesses are impacted by external aspects and the wider word. Students will learn the methods of identifying the impact a company has on the environment and how ethical they are. They will look at external forces such as the exchange rates and the business cycle and the influence these can have on a company. | Students will learn the methods of identifying the impact a company has on the environment and how ethical they are. They will look at external forces such as the government and EU and the influence that policies put in place can have on a company. The topic will also cover the different pressure groups that influence business decisions and how they have the power to diminish a company’s reputation. |
| Keystone vocabulary | 1. *Entrepreneur* 2. *Dynamic Market* 3. *Innovation* 4. *Risk &Reward* 5. *Ecommerce* 6. *Service* 7. *Added Value* 8. *Convenience* 9. *USP*   *Obsolete* | 1. *Segment* 2. *Mapping* 3. *Market* 4. *Demographics* 5. *Quantitative*   *Qualitative* | 1. Cash flow 2. Net cash flow 3. Opening Balance 4. Profit / Retained profit 5. Asset 6. Credit 7. Crowd Funding 8. Interest 9. Loans 10. Overdraft | 1. Business Plan 2. Unlimited Liability 3. Limited Liability 4. Objectives 5. Franchise 6. Partnership 7. Private Limited Companies (Ltd) 8. Shareholder 9. Sole Trader 10. Marketing Mix-     1. Place     2. Price     3. Product     4. Promotion | 1. *Economy* 2. *Business cycle* 3. *Exchange rates* 4. *Inflation* 5. *Tax*   *Unemployment* | 1. *Growth* 2. *Merger* 3. *Stock Flotation* 4. *Takeover* 5. *Exports* 6. *Imports* 7. *PLC* 8. *Tariffs* 9. *Trade Bloc* 10. *Globalisation* 11. *Ethics*   *Pressure Groups* |
| Links to prior learning | New KS4 course but will encompass cross curricular links from KS2/3 see below.  Students will have a great deal of analysis skills that will be transferred from English at KS2 and 3. | New KS4 course but will encompass cross curricular links from KS2/3 see below.  They will have the ability to create presentations and reports using skills from KS3 computing. | Financial aspect is closely linked to maths ability and equations. Taking reasoning skills from this unit. They will be creating breakeven graphs and analysing different data sets which links closely to science. | Financial aspect is closely linked to maths ability and equations. Taking reasoning skills from this unit. They will be creating breakeven graphs and analysing different data sets which links closely to science. | Financial aspect is closely linked to maths ability and equations. Taking reasoning skills from this unit. They will be creating breakeven graphs and analysing different data sets which links closely to science. | New KS4 course but will encompass cross curricular links from KS2/3 see below.  Students will have a great deal of analysis skills that will be transferred from English at KS2 and 3.  They will have the ability to create presentations and reports using skills from KS3 computing. |
| Cross-curricular and careers links | Maths- probability and statistics (Y10SP)  Art- product design and manufacture  IT- E-commerce, m-commerce and technology advancements (Y7/8) | Art- identifying human behaviour, attraction to aesthetics  IT- Technology advancements and AI in shopping. Use of cookies for research methods. (Y7/8) | Computing- Spreadsheets (Y7SU)  Maths- Percentages (Y7SP & 8,9AU)  Maths- Graphs / diagrams & scatter graphs (Y10SP)  Maths- Average statistics (Y10SP) | Computing- E-commerce (Y9AU)  Art- Research (Y8SP) | 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) | 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 |
| Links to future study | The A level qualification is built around a core unit with an enterprise theme, to enable students to think of a new business idea and how they might research and develop it. | The A level qualification is built around a core unit with an enterprise theme, to enable students to think of a new business idea and how they might research and develop it.  A level link, creating a business plan-  Purpose – to gain finance, its key  features – product or service to be  produced, marketing plan. | A level link, creating a business plan-  Purpose – to gain finance, its key  features – product or service to be  produced, marketing plan, production  plan, premises and equipment  needed, human resources involved in  implementing the business idea, sources  of finance, profit and loss statement,  cash flow forecast. | A level link, creating a business plan-  Purpose – to gain finance, its key  features – product or service to be  produced, marketing plan, production  plan, premises and equipment  needed, human resources involved in  implementing the business idea, sources  of finance, profit and loss statement,  cash flow forecast. | A level link, creating a business plan-  Purpose – to gain finance, its key  features – product or service to be  produced, marketing plan, production  plan, premises and equipment  needed, human resources involved in  implementing the business idea, sources  of finance, profit and loss statement,  cash flow forecast. | The A level qualification is built around a core unit with a focus on running a business, to enable students to think of a new business idea and how they might research and develop it. The wider world topic will therefore develop the skills to assess how businesses can externally be influenced.  **The Advanced Subsidiary and Advanced GCE in Business**  **Studies specification requires students to:**  Look at the international impact on a business |
| Assessment | Extended writing exam questions  To be Parc marked in booklets using exam board mark scheme. Example answer full marks will be given.  Multiple choice paper  Multiple choice and marked in lesson | Secondary research task- To assess the impact of location. Students will research population, unemployment levels etc. and give an evaluation of how these external factors impact on business location.  *PARC Marking. Assessed on level of research, analysis of the research, impact that would have on the local area and subsequently on the business.*  *Written Assessment- completed in exam conditions, marked and feedback given.* | Extended writing exam questions  To be Parc marked in booklets using exam board mark scheme.  Multiple choice based on this unit and marked in lesson | Extended writing exam questions  To be Parc marked in booklets using exam board mark scheme.  Multiple choice and 6 mark questions based on this unit marked and feedback given. | Extended writing exam questions  To be Parc marked in booklets using exam board mark scheme.  Mock Exam assessment given and feedback from Edexcel mark scheme | **Extended writing exam questions-** To be Parc marked in books using exam board mark scheme. Example answer full marks will be given.  **Multiple choice paper** |
| Homework | Seneca Learning- Weekly assignment of subtopics then final quiz in last week of term. | Seneca Learning- Weekly assignment of subtopics then final quiz in last week of term. | Seneca Learning- Weekly assignment of subtopics then final quiz in last week of term. | Seneca Learning- Weekly assignment of subtopics then final quiz in last week of term. | Seneca Learning- Weekly assignment of subtopics then final quiz in last week of term. | Seneca Learning- Weekly assignment of subtopics then final quiz in last week of term. |