

CURRICULUM PLAN

Department:

Business Studies.

Vision Statement:

Business Studies gives students an awareness of the world of Business. From the characteristics of an entrepreneur and the ways in which they achieve business success to the marketing strategies that are used to hook us all in (all day every day in both obvious, and more subtle ways!).

Strapline:

“Engaging, Enterprising, Enlightening.”

Engaging in Business Studies will produce an **enterprising** mindset that is **enlightened** about the Business world that is all around us.

Curriculum Story:

Year 10 have begun studying towards GCSE Business whilst Year 11 are finishing Component 2 and 3 of the BTEC Enterprise course. We have a Single and Double Business route in KS5 where students study a variety of interesting units.

Skills developed:

Analysis and application are key skills developed in Business Studies. Students will acquire new knowledge in each topic and then “analyse” and “apply” that knowledge to different situations.

Year 10

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2.4: The marketing mix.	The marketing mix is the theory behind all marketing activity. We will spend half a term ensuring that students have a firm understanding of the individual components of the marketing mix.	As above.	.As above.	- Analysis - Application - Evaluation - Problem-solving - Critical thinking - Organisation		
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Spring 2: Unit 3: People

3.1: The role of HR 3.2: Organisational structure and different ways of working. 3.3: Communication in business. 3.4: Recruitment and selection.	This unit teaches students about functions that are part of working life for everyone. Life skills are taught in this unit that will be relevant whether or not students go on to work in 'business.'	Many of the topics taught in Unit 1 will be revisited in Unit 3.	This unit connects quite nicely with Unit 5 (Finance). First students learn about the people side of business and then later connect this with the financial side. Unit 7 specifically looks at the interdependent nature of business and how all units are connected.	- Creativity - Critical thinking - Evaluation	- Visit from entrepreneur. - Visit to local small businesses.	
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Summer 1: Unit 3: People

3.5: Motivation and retention. 3.6: Training and development. 3.7: Employment law.	This is a continuation of the unit from last half term.	As above.	As above.	- Analysis - Application - Teamwork - Listening	- Visit from entrepreneur. - Educational visit.	
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Summer 2: Unit 4: Operations.

4.1: Production processes. 4.2: Quality of goods and services.	This unit gives students an insight into how the products they use are made.	Unit 3 (People) and some of the theory learned, feature again in Unit 4. All of the units are interdependent and we will frequently revisit other units taught throughout the year.	All other units underpin Unit 4. Unit 7 specifically looks at the interdependent nature of business and how all units are connected.	- Analysis - Application - Evaluation - Problem-solving - Critical thinking - Organisation	
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Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
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<u>Autumn 1:</u> Choosing a business idea.						

▪ Choosing a business idea. ▪ Producing a business plan. ▪ Business plan finance.	The business plan forms the bulk of the Component 2 assessment.	All topics learnt in Component 1 are incorporated into the Component 2 business plan.	Component 3 will look at marketing and business finance in greater depth.	▪ Analysis ▪ Evaluation	▪ Entrepreneur visits	
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Autumn 2: Completion of Component 2 coursework.

Revision of all topics in preparation for the Component 3 exam which is worth 40% of the overall mark.						
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Year 12

Business at L3 can be taken as a single or a double award. The units listed below are taught across the year.

Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
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Single award: Unit 1- Exploring Business.

Unit 2- Developing a Marketing Campaign.

Double award: Unit 4- Managing an Event.

Unit 6- Principles of Management.

Unit 1: Exploring Business (Final Assessment- coursework).

- Exploring the features of different businesses and analysing what makes them successful. - Investigating how businesses are organised. - Examining the environments in which businesses operate. - Examining business markets.	Not all students who choose Business Level 3 have completed Level 2. This unit provides an overview of basic business principles albeit in much greater depth than that at Level 2.	N/A	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	- Analysis. - Application. - Critical thinking. - Problem-solving. - Written communication. - World view.	- Visits from business professionals. - Visits to businesses.	
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Unit 2: Developing a Marketing Campaign (Final Assessment-exam)						
- An introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign - Using information to develop the rationale for a marketing campaign. - Planning and developing a marketing campaign.	The exam at the end of this unit involves students evaluating the marketing activity of a given business. They then must use their knowledge to produce a marketing rationale for the business. The topics are taught in a sequence that provides and builds upon the knowledge needed before equipping students with the skills that they need to apply this knowledge to producing a marketing rationale.	N/A	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	- Analysis. - Application. - Critical thinking. - Problem-solving. - Written communication. - World view.	- Visits from business professionals. - Visits to businesses.	
Unit 4: Managing an Event (Final Assessment- coursework).						

▪ Exploring the role of an events organiser. ▪ Investigating the feasibility of a proposed event. ▪ Developing a plan for a business or social enterprise event. ▪ Staging and managing an event. ▪ Reflection and evaluation of an event.	This unit sees students learning about the elements event management before planning and staging their own event. This unit really allows students to showcase the skills that they have required in a 'real-life' setting. Events in the past have included a successful school disco and a samosa sale.	N/A	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	▪ Analysis. ▪ Application. ▪ Critical thinking. ▪ Problem-solving. ▪ Written communication. ▪ World view.	▪ Visits from business professionals. ▪ Visits to businesses.	
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Unit 6: Principles of Management (Final Assessment- exam).

▪ The definitions and functions of management. ▪ Management and leadership styles and skills. ▪ Managing human resources. ▪ Factors influencing management, motivation and performance of the workplace. ▪ Impact of change. ▪ Quality management.	This unit provides students with an understanding of the purposes and principles of management and also of the different internal and external factors that can influence management.	N/A	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	▪ Analysis. ▪ Application. ▪ Critical thinking. ▪ Problem-solving. ▪ Written communication. ▪ World view.	▪ Visits from business professionals. ▪ Visits to businesses.	
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Year 13

Business at L3 can be taken as a single or a Double award.

Topics	Why we teach this	Links to other topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Single award: Unit 3- Personal and Business Finance. Unit 8- Recruitment and Selection Process. Double award: Unit 5- International Business. Unit 22- Market Research.					
Unit 3: Personal and Business Finance (AUTUMN 1, 2 AND SPRING 1) (Final assessment- exam).					
▪ Understanding the importance of managing personal finance. ▪ Exploring the personal finance sector. ▪ Understanding the purpose of accounting. ▪ Selecting and evaluating different sources of business finance. ▪ Break-even and cash flow forecasts. ▪ Completing statements of income and financial position and evaluating a business's performance.	This unit provides an in depth look at business finance and the way in which different tools are used to inform business activity. Personal finance is taught in a way which is relevant to students at their current life stage and in the future.	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	▪ Analysis. ▪ Application. ▪ Critical thinking. ▪ Problem-solving. ▪ Written communication. ▪ World view. ▪ Life skills.	▪ Visits from business professionals. ▪ Visits to businesses.	

Unit 8: Recruitment and Selection Process (SPRING 1 AND 2) (Final assessment- Coursework)

- Recruitment of staff. - Undertaking a recruitment activity to demonstrate the processes leading to a successful job offer. - Reflection upon the recruitment process and individual performance.	As well as providing students with the theory and recruitment, this unit gives practical experience of an interview scenario. Students will complete the unit feeling better informed as to how to achieve employment success.	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	- Analysis. - Application. - Critical thinking. - Problem-solving. - Written communication. - World view.	- Visits from business professionals. - Visits to businesses.	
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Unit 22: Market Research (Final assessment- Coursework).

- Examination of the types of market research used in business. - Planning and implementing a market research activity to meet a specific marketing objective. - Analysing and presenting market research findings and recommending process improvements.	This unit equips students with a better understanding of the importance of research and its successful utilisation in a business context. They will also carry out their own research activity, providing them with some hands-on experience.	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	- Analysis. - Application. - Critical thinking. - Problem-solving. - Written communication. - World view.	- Visits from business professionals. - Visits to businesses.	
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Unit 5: International Business (Final assessment- Coursework).

▪ Exploring the international context for business operations. ▪ Investigating the international economic environment in which businesses operate. ▪ Investigating the external factors that influence international businesses, ▪ Investigating the cultural factors that influence international businesses. ▪ Examining the strategic and operational approaches to developing international trade.	In an increasingly globalised world, this unit looks at business in an international context. Students will understand the benefits and issues of international trade as well as the economic, environmental and cultural factors which play an important role.	All units contain some overlapping elements. They build upon one another and students can see the connections between core business principles.	▪ Analysis. ▪ Application. ▪ Critical thinking. ▪ Problem-solving. ▪ Written communication. ▪ World view.	▪ Visits from business professionals. ▪ Visits to businesses.	
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Appendix A: Whole-school Curriculum Vision

OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

- 1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)**
- 2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)**
- 3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)**
- 4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)**
- 5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)**
- 6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)**
- 7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)**
- 8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)**

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.