

Curriculum Intent: Business is the past, the present and the future. The aim of the Business studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their understanding of the UK economy and business environment as well as to enhance their employability through their ability to identify business problems and opportunities. We do this by quality first teaching, which ensures students understand underlying Business theory, which students apply to a variety of case studies and topical new articles. We want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy. Our curriculum at TSFA goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Our curriculum in Business studies supports the ethos statement of the school. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in Business studies lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind. As a knowledge based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined.

Dates	Content	Assessment	Rationale
T1 and 2	<p>Theme 1: Markets (mass and niche) Changing Markets Primary, Secondary, Tertiary and online retailing Market size and market share Risk and Uncertainty and anticipating this Market Research Market Segmentation Segmentation and Targeting Demand and Supply</p> <p>Theme 2: Sources of finance and where they can be obtained Types of business ownership Limited / unlimited Liability Cash flow forecasts Business Plans – Cashflow, break even, sales forecasting</p> <p>CEIAG: Students learn about specific industries and consider how they can help individuals start up their own businesses.</p>	<p>PC1 – Markets, research, sources of finance and liability</p> <p>PC2 – segmentation, mass and niche, market size/share, business plans, sources of finance</p> <p>Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Used at the beginning of most lessons to ensure regular repetition of concepts drawn from across the course.</p>	<p>As many students are new to business and have not previously studied the subject we start with types of markets. Business themed Scategories games are used to get students thinking about business and interacting with one another, to allow for confident speakers and debaters. As part of this we will teach key concepts such as economies of scale, branding and business sectors, as they provide a foundation for upcoming content and knowledge. All students need to understand the basic concepts of markets in order to access the course content for theme 1. We also focus on topics that are relatable to students including internal / external finance, liability and cash flow and help support students who are new to the subject. It is crucial to use these topics as a starting point within Theme 2 as they underpin much of the business theory that they will need to cover later in the course. For example they would be unable to articulate accurately about choices of ownership without understanding liability. By introducing cash flow at this point we are able to enhance the skill of application early as every year there are current examples of businesses failing due to cash flow issues (2018 Toys R Us, 2019 Thomas Cook, 2020 Debenhams). Pupils are also able to draw on their own experiences with cash and can then relate to why businesses need to borrow money and whether this needs to be short term or long term. We then move onto business planning as this gives students the opportunity to consider what needs to happen if they were to start their own business. This supports engagement in the course as although many students are unsure what they would like to do in the future many of them have or are considering having their own business.</p> <p>PS/CVs: Courage – we place a large emphasis on students articulating their opinion on a range of topics and debating with other members of the group, this develops confidence and requires courage to support your argument.</p>
T3 and 4	<p>Theme 1: Price Elasticity of Demand Income Elasticity of Demand Product Design Ethical Impacts of Product Design Branding & Promotion Pricing Strategies Distribution</p> <p>Theme 2: Stock Control Quality Management Economic Influences Purpose and types of budgets Variance analysis Profit & Loss accounts Production, productivity and efficiency Capacity Utilisation</p> <p>CEIAG: Across these terms' students encounter a variety of specific firms and are encouraged to understand how these could provide career opportunities for them.</p>	<p>PC3 – Introducing the calculation section of the paper. Questions will cover the range of topic covered in 4, 8, 10 and 12 mark questions</p> <p>Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Used at the beginning of most lessons to ensure regular repetition of concepts drawn from across the course.</p>	<p>Price Elasticity and Income Elasticity of Demand build on the previous term where we looked at supply and demand. We use a case study on Thompson Engineering Ltd, this stretches and challenges students as it requires them to use elasticity questions with multiple steps in them. We use several real life examples for Price and Income Elasticity to help students process and understand this traditionally difficult content. Students are encouraged to find elastic and inelastic products and bring a list back to lesson, they are then questioned why these products are elastic or inelastic. By introducing elasticity here, it can be revisited throughout the course to secure understanding. Branding is introduced at this stage because it pulls together prior learning and allows for revisiting of many earlier topics such as segmentation, demand and market positioning. It also allows for key questions to be posed surrounding trade-offs between profit and ethics which requires a higher level thinking skill which is developed with the longer question types. During this topic a conclusion will be drawn on the marketing mix, ready to move on to marketing strategy. Financial documentation is introduced in term 3 as the students now have the financial basics and understand general profitability. Students are introduced to ratios as this then enables them to analyse financial data, an important skill that is further developed in year 13 and allows them to start formulating conclusions that reflect on all aspects of the business. We then move into to production and quality, real life examples can be used to bring this topic to life and students are encouraged to watch how it's made or inside the factory.</p> <p>PS/CVs: Temperance – this term is particularly difficult in business as a lot of new knowledge is delivered and there is a focus on Mathematical skills. Students find it difficult and mental toughness and response to difficulty is noted.</p>
T5 and 6	<p>Theme 1: Organisational Design Motivation Leadership Entrepreneurial motives and characteristics & Intrapreneurship Objectives and Aims Boston Matrix Product Life Cycle Recruitment, Selection & Training</p> <p>Theme 2: Corporate Objectives Corporate Strategy Impact of External Influences</p>	<p>PC4 – A mock exam drawn from all content studied so far, introducing 20 mark questions.</p> <p>PC5 – A mock exam drawn from all content studied so far. Will be an AS past paper covering themes 1 and 2.</p> <p>Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Used at the beginning of most lessons to ensure regular repetition of concepts drawn from across the course.</p>	<p>Recruitment and Selection links well to motivation, organisational design and leadership. By introducing it at this point in the year it links nicely to the whole school focus on aspirations. We bring recruitment and selection to life by running mock interviews and get students to take on the role of the interviewer/interviewee. We finish year 12 looking at the role of the economy and external environment including the economic cycle, inflation, interest rates, taxation, legislation. The decision to leave this to the end is to enable students to fully discuss the impact of each of them on the business, something they would be unable to do without the prior learning. This term is also used to support exam technique across both Themes. Students at this stage are introduced to the longest question type- 20 mark questions. By this point students should be comfortable assessing the impacts of key business topics and they should be able to make supported judgements. The skills that students have developed for their 8,10 and 12 mark questions are then enhanced to reach 20 mark answers. Students are introduced to topics such as branding.</p> <p>CEIAG: Opportunity to discuss future aspirations. Teachers share their careers journey and also showcase the potential university and careers options from studying business.</p>

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T1 and 2	<p>theme 3: Corporate Objectives & Strategy Growth - Mergers and takeovers Reasons for staying small Quantitative sales forecasting Investment appraisal Decision Trees Critical Path Analysis</p> <p>theme 4: MNC Globalisation? International trade and business growth Economic Growth and growth Indicators Growing economies around the world Assessment of a country as a market / for production Ethics</p>	<p>PC1: Corporate objectives, Ansoff's Matrix, Globalisation</p> <p>PC2: An A Level past paper to combine all theme 1 and 2 content, with relevant theme 3 and 4 content covered so far.</p> <p>Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Used at the beginning of most lessons to ensure regular repetition of concepts drawn from across the course.</p>	<p>This theme focuses on strategy and decision making in business. We therefore start with the difference between tactic and strategy to ensure they can clearly articulate this. The throughout term 1 and 2 we introduce strategy and their theories. Porter and Ansoff are discussed extensively and students then analyse when business would opt for different strategies. The knowledge they gained throughout year 12 means they can accurately discuss reasoning talking about business size, market structure and profitability. During this term we also introduced quantitative techniques that support the decision-making process including decision trees, investment appraisal and CPA. The students enjoy the logical processes behind these techniques and therefore adds a further angle to the analytical concepts we have been learning. Alongside this delivery is the delivery of globalisation in Theme 4, this links the themes really tightly as often many strategic decisions link with entering new markets. Students are supported with their understanding of the world economy rather than just the UK.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid #e91e63; padding: 5px; width: 30%;"> <p>CEIAG: Opportunity to discuss studying abroad, foreign job markets, careers based on migration and international trade, business expansion and global companies. Case studies used will be based on real life examples (such as Nissan).</p> </div> <div style="border: 2px solid #e91e63; padding: 5px; width: 30%;"> <p>PS / CVs: Courage – students have to explain the strategic logic of business decisions, and how an element of courage is required in order to seek out and take advantage of new economic opportunities.</p> </div> </div>
T3 and 4	<p>theme 3: Corporate Influences Corporate Culture Shareholder vs Stakeholder Business Ethics Human Resources Causes and effects of change Interpretation of financial statements</p> <p>theme 4: Trade Blocs Protectionism Global mergers and joint ventures Global competitiveness Specialisation Global mass and niche markets</p>	<p>PC3: A Level Paper 2 from 2020 with the 20-mark essay centred on Ansoffs Matrix and Specialisation</p> <p>PC4: A full A Level past paper to combine all theme 1 and 2 content, with relevant theme 3 and 4 content covered so far. Treated as a trial exam.</p> <p>Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Used at the beginning of most lessons to ensure regular repetition of concepts drawn from across the course.</p>	<p>At this point we have received the pre release for Paper 3 and students undertake a research project to support with the preparation for that synoptic paper. During this term we revisit the numerical content from y12 and further explore financial documentation by introducing ROCE and gearing. We also revisit sales forecasts by introducing time series analysis.. By the end of this section of study students should have developed their analytical and evaluative skills, through weekly spaced repetition, robust independent study, and progress check. In theme 4 we build on the learning in the previous term by looking at global trade in more detail and opportunities for business growth through joint ventures and mergers.</p> <div style="border: 2px solid #e91e63; padding: 5px; width: 100%;"> <p>PS/CVs: Work ethic – At this point a substantial research project is set whereby students fully investigate an industry, this promotes their ability to work independently as they prepare for the real world.</p> </div>
T5	<p>Revision: Paper 1 and 2</p> <ul style="list-style-type: none"> Use of Kahoots, quizzes, past papers, learning through games, modelling and timed responses. Previous theme 1 to 4 content will be re-taught and covered as deemed necessary. Study of the paper 3 pre-release and interpretation of the data presented. 	<p>Final A-level Exams will be sat.</p> <p>Past papers will be set as robust independent study.</p> <p>Weekly: Spaced Rep test assessing content, context, key terminology, and critical views. Used at the beginning of most lessons to ensure regular repetition of concepts drawn from across the course.</p>	<p>Having already covered all of themes 1 to 4, we can dedicate this term to bringing together all knowledge and skills that students have accumulated. We will delve into exam structure, testing the analytical and evaluative skills they have acquired, students will need to apply them independently, through class work with no aides and through robust independent study. The decision to analyse and interpret the paper 3 pre release now, despite the delivery in November of the previous year, comes because all content is covered, so students now have a complete understanding and can embrace an unimpeded outlook as they cast an eye over the pre-release data.</p> <p>We will combine high and low stakes testing, with teachers re-teaching any topics that are flagged through quizzes, past papers, learning games, discussions, questioning and so forth.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid #e91e63; padding: 5px; width: 30%;"> <p>PS/CVs: Wisdom – with a sound understanding of business and the environment they operate in, accurate and informed judgements can be made about strategy both from a business and personal perspective, These choices could be small scale, from when and what to revise, to a larger scale such as which career path the follow. During this term we will place a focus on service, whereby students will support each other through revision, practice, and study. Students will complete a variety of group and team-based exercises, where they will be required to support each other's learning.</p> </div> <div style="border: 2px solid #e91e63; padding: 5px; width: 30%;"> <p>CEIAG: Students will now have accessed the full careers programme and will be equipped with the knowledge and skills they need to be 'life ready learners' and achieve in the wider world. Through class discussions we will link the curriculum learning to careers, as we have done in our day-to-day practice throughout the duration of the course. We will have discussions around grades, aspirations, degree courses, apprenticeships, and career opportunities.</p> </div> </div>