



love the journey

Curriculum Implementation 2024-25

Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	Business
Key Stage	Key Stage 5 (Chapter 12-13)

What are the key concepts taught?	<p>The aim of the Business curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and 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 familiar and unfamiliar case studies. We want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets. While we are examination based, we do believe that the skills provided by studying business go beyond what is simply examinable.</p>
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What is the sequencing of units?	<p>Ch12- 1) Business Opportunities 2) Business Functions. Allows students to start from 'zero' knowledge to understanding how to set up and run a business.</p> <p>Ch13- 3) Business Analysis and Strategy 4) Business in a Changing World. Students learn quantitative and qualitative techniques to analyse business, before seeing how the global economy impacts business.</p>
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How do we encourage pupils to see the links between different units and concepts?	<p>Business is generally a synoptic, scaffolded style subject where previous topics are used to understand new ones- To understand how a business works, you must see the whole picture, therefore we will use real life case studies and examples to show how concepts link together. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum. We have used guest speakers as well to help students see the bigger picture of business.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>The numerical side of the course requires high levels of adaptive teaching, based on the wide range of maths ability of our students- from low GCSE to currently studying A-Level. Therefore, exercises are scaffolded and the teachers will often guide students through the process of correct processes in response to mistakes made. We often use scaffolded tasks based on exam mark schemes to ensure students can operate at an appropriate level eg K for all, AN and EV for some. A* challenge tasks are often included on worksheets. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>A variety of starter-based tasks designed to encourage recall of previous topics and to make links to future topics. Reflection is regularly encouraged through feedback forms as well as regular knowledge checks.</p> <p>Ch13 are tested throughout on Ch12 content. Our curriculum design includes revisiting and building on existing knowledge.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Guidance is regularly given on how to improve exam technique- essay style etc, and this is used to try and set targets for future work. Teacher feedback will often focus on how the current piece of work will help in future topics/work. SISRA used to monitor progress against targets.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>There is a Business reading list.</p> <p>As the exam is case study based, there is a large amount of reading opportunity in and out of lessons. Teacher regularly sends articles of interest linked to course, which then form the basis of class discussion. Students are encouraged to bring in a story a week from the business world, and then read it to the class.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Business requires high levels of numeracy and literacy- the exams take the form of numerical calculations and essays. This is built into the course throughout. Our students are constantly introduced to a wide variety of viewpoints from entrepreneurs to pressure groups to politicians and economists. We investigate the impact that business has had on the world we live in and students are encouraged to make links between their studies and real-life examples. Students undertake this whilst developing an increased understanding into current events happening globally. SMSC is throughout the course, from issues such as business ethics, and the idea that profit is not the be all and end all. We have used a variety of guest speakers to explore these concepts as well.</p>
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