



love the journey

Curriculum Implementation 2025-26

Secondary

LCA Strand	Technology, Enterprise & Sport
Subject	BTEC 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, and coursework projects that allow students to explore businesses they have a genuine interest in. We want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets.</p>
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What is the sequencing of units?	<p>The implementation of the BTEC Extended Certificate in Business is designed to develop strong vocational, analytical, and transferable skills through applied learning. The course is delivered over two years and follows the Pearson model of combining internally assessed coursework with externally examined units. The programme emphasises real-business contexts, synoptic links between units, and practical skill development relevant to higher education and employment.</p> <p>Curriculum Structure</p> <p>The qualification consists of four units, taught in a carefully sequenced order to build knowledge, application, and confidence over time.</p> <p>Chapter 12 – Core Knowledge and Applied Foundations</p> <p>1. <u>Unit 1: Exploring Business (Internal Coursework)</u> Students gain an overview of business types, ownership, stakeholders, structures, aims, and the external environment. Implementation focus:</p> <ul style="list-style-type: none"> ○ Independent research on real organisations
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	<ul style="list-style-type: none"> ○ Building strong vocational writing and referencing skills ○ Developing understanding of business context and functions <p>This unit creates the foundation for later synoptic units.</p> <p>2. <u>Unit 2: Developing a Marketing Campaign (External Exam)</u> Delivered after Unit 1 to build on students' research skills, this unit introduces market research, segmentation, the marketing mix, and the promotional campaign process. Implementation focus:</p> <ul style="list-style-type: none"> ○ Timed practice tasks ○ Interpreting stimulus materials ○ Planning a campaign under exam-style conditions <p>Students prepare for a controlled 3-hour assessment.</p> <p>Chapter 13 – Decision-making, Finance, and Professional Skills</p> <p>3. <u>Unit 3: Personal and Business Finance (External Exam)</u> This unit develops quantitative skills, financial decision-making, and understanding of financial documents, cash flow, ratio analysis, sources of finance, and financial planning. Implementation focus:</p> <ul style="list-style-type: none"> ○ Regular low-stakes quantitative quizzes ○ Worked examples for financial calculations ○ Real-life cases involving budgeting, break-even, and financial health <p>This unit bridges real-world numeracy with strategic business decisions.</p> <p>4. <u>Unit 8 (or chosen optional unit): Recruitment and Selection / Project Management / Managing an Event (Internal Coursework)</u> Centres often select a people or event-based unit. Implementation focus:</p> <ul style="list-style-type: none"> ○ Producing vocationally authentic evidence ○ Conducting interviews, role-play, or planning documents ○ Reflective evaluation of skills and processes <p>This unit strengthens employability, communication, and project skills.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<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. We have used guest speakers as well to help students see the bigger picture of business. Coursework allows students to explore a full overview of all aspects of successful businesses and therefore seeing the links between the different concepts.</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>	<ul style="list-style-type: none"> • Coursework instruction is broken down into clear stages with checkpoints. • Students receive targeted 1:1 feedback during coursework drafting stages, following Pearson rules. • Stretch tasks include independent research, extended analysis of strategic decisions, and evaluating real businesses' marketing and financial performance. • Students needing support receive personalised intervention, workshops on literacy/numeracy, and guided templates for assignments.
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> • Retrieval starters revisiting key concepts from previous units (especially beneficial across long coursework periods). • Regular finance and marketing quizzes for externally assessed Units 2 and 3. • Reflection logs for coursework stages, helping learners evaluate progress and plan next steps. • Practice of exam-style tasks under timed conditions with structured reflection. • Checkpoint assessments on research findings and vocational content.
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers use post-assessment outcomes to provide clear <i>feed-forward</i> by identifying specific skills learners need to improve and giving targeted actions for the next assignment. Short re-teaching sessions, modelling of stronger responses, and individual progress discussions help students understand how to apply this feedback in future units. This ensures that each assessment directly informs the next stage of learning and supports continuous improvement across the BTEC course.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> • Reading and interpreting assignment briefs, business reports, and professional documents. • Analysing stimulus materials for Unit 2 Marketing Campaigns. • Breaking down financial statements, market research data, and promotional materials. • Guided reading of business case studies to support coursework. • Introducing real-world sources such as business articles, consumer reports, and market trends.
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Vocational report writing (Unit 1 and optional coursework units). • Teaching of professional tone, structure, business vocabulary, and referencing.
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- Drafting, redrafting, and improving clarity under Pearson rules.

Numeracy

- Heavy emphasis on **cash flow, break-even, ratios, investment appraisal, budgeting, and financial decisions** in Unit 3.
- Interpretation of financial and marketing data in Unit 2.
- Use of numeracy within realistic business scenarios.

Oracy

- Interviews, presentations, pitches, and role-plays in coursework units (e.g., Recruitment & Selection or Event Management).
- Discussion-based learning and peer feedback activities.

SMSC

- Ethical marketing, responsible finance, sustainability, and workplace behaviour.
- Exploration of how business decisions affect communities, employees, and consumers.
- Opportunities to reflect on personal finance, employability, and workplace expectations.