



love the journey

Curriculum Implementation 2025-26

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>The delivery of EDUQAS A-Level Business is structured to build students' applied understanding of business decision-making, supported by real-world case studies and progressive development of analytical and evaluative skills. The course is designed so that students move from foundational concepts to more complex strategic thinking, mirroring how real organisations operate.</p> <p>The EDUQAS specification is taught in a logical sequence across two years, aligned with the assessment structure and increasing cognitive demand.</p> <p>Chapter 12 – Foundations of Business</p> <p>Students develop core knowledge that prepares them for advanced decision-making in Year 13.</p> <p>I. Business Opportunities and Functions</p> <p>Students explore enterprise, business planning, markets, demand/supply, business structure and growth, and the functional areas of marketing, HR, operations, and finance.</p> <p>Emphasis is placed on understanding how the business environment shapes decisions.</p>
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	<p>2. Business Analysis and Strategy (Part 1)</p> <p>Students learn key analytical frameworks, including break-even, financial documents, ratio analysis, capacity utilisation, methods of growth, and decision-tree/critical path analysis.</p> <p>These quantitative tools build the foundations for strategic choices in Chapter 13.</p> <p>Chapter 13 – Strategy, Change and Decision-making</p> <p>3. Business Analysis and Strategy (Part 2)</p> <p>Students develop deeper understanding of internal/external analysis, including PEST factors, competitive environment, investment appraisal, corporate objectives, and strategic positioning.</p> <p>4. Business in a Changing World</p> <p>The course culminates in large-scale decision-making and leadership in contexts of change.</p> <p>Students study:</p> <ul style="list-style-type: none"> ○ Globalisation and international trade ○ Ethics and sustainability ○ Organisational culture and leadership ○ Risk, crisis management, and managing change ○ Strategic decision-making and organisational performance over time <p>This sequencing ensures students master foundational knowledge before applying it to dynamic business situations and long-term strategic decisions.</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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What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	<ul style="list-style-type: none"> • Scaffolds, structured note templates, and model paragraphs support learners early in the course. • These are gradually removed as students progress towards independent analysis. • High-attaining students are stretched through enrichment case studies, synoptic essay questions, and guided extension reading. • Targeted intervention is provided for students requiring additional support in quantitative skills or written evaluation.
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> • Starter retrieval on key terms, formulae, and previous case-study knowledge. • Interleaving across units, e.g., revisiting finance when teaching strategy, revisiting operations when teaching change management. • Regular mock data-response questions and whole-class feedback. • Reflection sheets after assessments with personalised targets. • Recap activities using mini whiteboards, quick-fire MCQs, and summary grids.
<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>
<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> • Extensive use of case studies mirroring EDUQAS exam style. • Guided reading of business news, annual reports, and market analysis. • Tasks extracting strategic decisions from longer passages of text. • Reading and annotating scenarios to identify problems, stakeholders, objectives, and decision criteria.
<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Modelling strong 12/20 and 20/20 essays, showing structure, clear arguments, and evaluative balance. • Sentence starters and writing frames for analysis and judgement. • Extended writing through strategic decision-making questions. <p>Numeracy</p> <ul style="list-style-type: none"> • Regular practice of ratios, breakeven, capacity utilisation, investment appraisal, and financial performance data. • Accurate interpretation of tables and graphs. <p>Oracy</p> <ul style="list-style-type: none"> • Business debates (e.g., mergers, CSR vs profit). • Pitching business ideas, presenting SWOT/PESTLE analyses. • Group discussions built around case-study scenarios. <p>SMSC</p>

	<ul style="list-style-type: none">• Topics include ethics, sustainability, globalisation, labour practices, and the social impact of business decisions.• Cultural awareness through studying international markets and global businesses.• Understanding leadership, organisational culture, and change from a human perspective
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