



Business studies department curriculum intent

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Department curriculum intent

The world of business is extremely relevant to all pupils. They will one day earn a living by being employed by an organisation or owning their own business. The more a pupil understands about the world of work and the economy in which they will operate, the more successful they will be in their chosen field and life in general.

The sole intention of the Business department at Settle College is to deliver a curriculum that is interesting, relevant, and challenging. It is a curriculum that enables all pupils to meet their aspirations. There is a combination of practical, theoretical, individual and group learning in order to cater for a variety of learning styles. As well as the knowledge needed to succeed, students will develop employability skills such as working with other people, being reliable and dependable, and a willingness to learn.

KS4

The Cambridge National course run by OCR is a level 1 and 2 course taken in 1 year. Titled Enterprise and Marketing, it is designed for students who wish to develop applied knowledge and practical skills in enterprise and marketing and want to progress onto other related study, such as qualifications in finance, media and business. It is designed with both practical and theoretical elements, which will prepare students for real life skills that can be applied in their further studies as well as their future career. For example, learners may progress onto the Cambridge Technical in Business at Level 3 or even prepare for their own business venture.

KS5

As mentioned, the Cambridge Technical is a natural pathway for a level 3 course. By taking a holistic approach to the subject, students can demonstrate the interrelated nature of business using business models, theories, and techniques to support analysis of contemporary business issues and situations to provide a dynamic understanding of business. The content is designed to engage students through topics and issues that are relevant in today's society – they will study customers and communication, business ethics and globalisation which are covered throughout the topics. Students will develop the knowledge and skills needed to analyse data, think critically about issues, and make informed decisions – all skills that are needed for further study and employment.



KS4 - Department curriculum intent:

Overview

The Cambridge National in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.

The main aims of our curriculum is to:

- develop an in-depth knowledge of Enterprise and Marketing terminology
- develop the skills of application, analysis and evaluation that are crucial in meeting the assessment criteria
- enable students to have a wider understanding of issues locally, nationally and internationally
- enable students to make progress regardless of their ability.
- develop successful students who give their personal best and achieve well
- develop confidence in our students so that they are able to make informed decisions.
- equip students with the 21st century knowledge and skills needed beyond Settle College
- encourage students to develop the knowledge and skills needed for employment or training in the modern world.
- offer students the chance to achieve and have high aspirations and ambition

Our Cambridge National in Enterprise and Marketing course offers our learners the opportunity to achieve a level 1 or level 2 vocational qualification.

The course comprises of three mandatory units:

- **R064** – An externally examined unit that is worth 50% of a learners' final grade.
- **R065** – An internally assessed unit which requires learners to develop a product in response to a given business scenario (referred to as the 'business challenge').
- **R066** – An internally assessed unit in which learners pitch the product idea they developed in R065. Internally assessed units each contribute 25% to a learners' final grade for this qualification.

Sequence and Structure

We have carefully considered our approach to delivering this course. Topics have been sequenced logically and reorganised where necessary to allow learners to build on prior knowledge. They are also planned so that when coursework is happening with one teacher, the theory needed for the examination is also covered by the other teacher delivering their course.

Clear links between the three units have been highlighted throughout this scheme of learning to ensure teachers take advantage of opportunities to revisit prior knowledge outside the unit currently being delivered. We also provide frequent retrieval opportunities in lessons to ensure knowledge and understanding of key topics are recapped to help embed understanding and ensure learners achieve their best at key assessment points for this course.



This scheme of learning outlines:

- **Learning outcomes** – what are the key knowledge areas and skills we would like our learners to develop?
- **Teaching activities** – how we are going to develop these key knowledge areas and skills.
- **Delivery** – when we will first teach and when and how we will revisit each topic.
- **Links** – what knowledge and skills learners are likely to arrive with, how the outcomes link to careers, life opportunities and other subject areas.
- **Assessment** – how will each learning outcome be assessed?

The sequence and structure of our scheme of learning is supported by ‘Learning Journey’ documents that are shared with our learners and other stakeholders such as parents/carers with the aim of communicating our approach to this course in an accessible and purposeful way.

Cultural Capital

Cultural Capital refers to the knowledge and skills our learners require to become educated citizens with the ability to transfer and apply this knowledge and these skills in a range of different settings. The nature of Business Studies does mean that our learners will attend our lessons with different life experiences and, where these are valuable and applicable to our scheme of work, they will be nurtured and shared readily in lessons. Our scheme of learning, teaching content and approach to this course means that these experiences will be developed for all learners, including those with limited prior experience of the business world.

There are inevitable links to many different subjects throughout this course, these are referenced within this document to ensure these are communicated to our learners and to ensure learners are able to make use of transferable skills where possible. Links to careers and other future life experiences are also highlighted throughout our delivery of this course to ensure we habitually take advantage of opportunities to develop the knowledge and skills required for our future educated citizens.



Year 10 & 11

Overall curriculum intent for year 10 & 11: The aim of the Enterprise and Marketing OCR National is to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. Student will get a great deal of benefit from this course as it will enable them to develop independent working skills and the ability to meet deadlines. They will get the confidence of knowing they can present their findings to adult that they do not fully know, and they will learn how to solve problems. These are all the things that will prepare them for the working world.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	Learners begin to understand the importance of customers, the need to listen to them and the need to make products to suit their needs. Learners begin to look at key skills needed to run a business and to develop a product	Learners look at the importance of the product being priced correctly and the way customers need to know the product exists.	Learners look at the difference between large and big business and how they are organised.	Learners begin to look at key communication skills including presentation and verbal/non-verbal skills when pitching their idea.	To address the areas needed to be covered in coursework and to examine exam technique. A review of results/scores from the January examination is carried out.	Once the course is finished, we look at recruitment and careers. Pupils produce a CV and recruitment documents aimed at showing them the recruitment process in the world of work.
Content mapping	Learners discover the ways in which business target their customers and find out their needs. Learners see the key financial calculations needed to run a small business and how business look at their products and adapt them to increase sales. RO64 (Examination) L01, L02, L03 RO65 (Coursework)	Learners examine the importance of pricing, the strategies they can use to attract customers. They see the various advertising methods that exist and promotional techniques business use. We look at customers and the importance of customer service. Finally, we look at the types of ownership that exist and how they can	In concluding the exam unit, we look at how business is organised by function. We start to look at branding and promotional methods used to attract customers. RO64 (Examination) L06 RO65 (Coursework) Task 5 RO66 (Coursework)	Learners look at how to pitch a business idea, practice completing one and actually pitch to an audience. They review their performance. RO66 (Coursework) Task 2,3,4	RO64 (Examination) Resit Revision LO1-6 RO65 and RO66 (coursework) completion May 15 th with moderator	



	Task 1, Task 2, Task 3	access finance. RO64 (Examination) L04, L05 RO65 (Coursework) Task 4	Task 1			
Assessment mapping	RO64 (Examination) LO1, LO2 and LO3 tests to be set RO65 (coursework) Task 1-3 to be submitted	RO64 (Examination) LO4, LO5 test to be set RO65 (coursework) Task 4 to be submitted	RO64 (Examination) LO6 test to be set RO65 (coursework) Task 5 to be submitted RO66 (coursework) Task 1 to be submitted	RO64 (External Examination in January) RO66 (coursework) Task 2-4 to be submitted	RO65 and RO66 to be finally assessed and submitted to OCR by 15 th May. Resit examination end of May	
Personal development mapping	<p>When discussing external factors affecting Product Development e.g. copyright</p> <p>22. Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p>When discussing ethics in advertising and recruitment -</p> <p>20. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>When designing their hat and reviewing their finished outcome</p> <p>16. Use of imagination and creativity in their learning 17. Willingness to reflect on their experiences</p>	<p>When pitching their ideas</p> <p>21. Provision for the social development of pupils includes developing their: Use of a range of social skills in different contexts, for example working and socialising with other pupils 17. Willingness to reflect on their experiences</p>		



<p>Literacy focus for the half term</p>	<p>Literacy – Reading: summarising the key points from texts; seeking evidence in a text to support a point of view; learning the meaning of key business terminology</p>	<p>Grammar and vocabulary - use subject specific language in discussing reading, writing and spoken answers. <i>Non-subject specific vocabulary/grammar:</i> linking ideas across paragraphs using a wide range of connectives such as BATH (because, also, therefore, however) and the use of the display in A13.</p>	<p>Writing – Producing advertising and promotional materials using persuasive writing. Developing presentation pitches to encompass ideas and to encourage people to invest.</p>	<p>Spoken – discussion on pitching and how to carry out effective ones. The importance of tone and clarity of voice is discussed.</p>	<p>Reading – revision materials created using notes from textbooks, student exercise books and internet revision sites.</p>	
<p>Numeracy links</p>	<p>Links to Maths and Science in reading and producing graphs and charts. Links to Maths when analysing changes to selling price and break-even point.</p>	<p>Costs calculated using formulas. Break Even explained using set calculations and what if scenarios</p>	<p>Links to finance and looking at the most suitable sources of finance. Use of cash flow Pricing and profit calculated in the coursework using formulas.</p>	<p>Using numerical figures to explain their business pitch. Need to explain their calculations.</p>	<p>Review of finance covered previously on the course. Need to remember formulas, calculate using division and multiplication.</p>	
<p>Cross-curricular links to other subjects</p>	<p>Sampling methods are used in Maths and Psychology, links can be made between subjects Links to English, evaluating and reasoning which extension strategies are</p>	<p>Links to English with the structure and detail required for an 8-mark exam style question and justification required to recommend a suitable sales promotion technique to a business.</p>	<p>Some links to Art and Design subjects when creating brand ideas.</p>	<p>The visual aid will likely be completed in PowerPoint; links to Computing/ICT</p>		



	<p>appropriate for different products and why.</p> <p>Links to Maths with the finance unit.</p> <p>Links to Art and Design subjects.</p>					
Careers	<p>Many careers involve carrying out or participating in research.</p> <p>Links to careers in retail and hospitality where customer feedback is vital.</p> <p>Careers links to jobs in finance and accounting.</p> <p>Links to careers in marketing and sales.</p>	<p>Links to future careers or aspirations to owning/operating own businesses.</p>	<p>Links to real life scenarios and past experiences; learners will likely know what a loan is from their home life or what they see in the media.</p> <p>Links to future experiences; learners will likely need capital at some point in their life for a house, car or home improvements.</p>	<p>Pitching is a skill learners will depend on in their future in almost all careers. Lots of transferable skills for careers, and life, come from this section of R066.</p>		
Support for all	<p>Resources are differentiated to support learners.</p> <p>Assessment criteria are reworded to make the task easier to understand. Use of examples (exemplar material) shown to see the detail needed.</p> <p>Cannot use writing frames but supporting sentence structure with connective words to encourage development of sentences.</p> <p>Examiners reports used to show top, middle and low scoring answers. Use of videos to explain hard to understand terms and the use of local examples to increase understanding.</p> <p>Key words published and shared with displays allowing words to be commonplace in a student's time in the lesson.</p>					
Challenge ideas	<p>Do now activities at the start of lesson to recap on previous topics.</p> <p>Use of strategies to push deeper thinking. Questioning is developed so students look beyond a basic example.</p> <p>Specific Stretch challenge: LO2 –</p> <p>To be able to calculate total costs for an increased level of output; to be able to calculate revenue for different time periods than given (per month, if given weekly figures, for example); to be able to re-work the formula for profit to calculate other figures (if given profit and revenue, being able to calculate total costs, for example); produce a break-even graph using given figures; a focus on expanding writing by use of mark schemes to show how top grades are achieved; to review work and to look at how it can be improved further. Why, where, what, how questioning used to push the answer further especially in coursework.</p>					



Year 12

Overall curriculum intent for year 12:

The course is split into two units. Unit 1 is externally assessed, and Unit 4 is internally assessed. Where time permits, we start another external unit, Unit 2.

There are 5.7 million private sector businesses in the UK. Businesses are forever adapting to meet the needs of society. We strive to ensure that students develop a keen interest in how and why businesses operate in the way they do and to understand how they react and adapt in an ever-changing world. The Business curriculum is designed to inspire students, leading them to discover, question and understand businesses, both in the present day and the future. Business students might see the path into employment, entrepreneurship or further study from the creative and informative learning journey they undertake.

Our curriculum is designed to inspire students in the following ways:

- Enjoyment and engagement with relevant contemporary case studies and scenarios
- Developing the ability and confidence to discuss, debate and share ideas and opinions of the core and wider knowledge gained
- Allowing curiosity about businesses, their role and function within society and the decisions undertaken
- Knowing how to start up a business
- Recognising the many employment opportunities businesses offer
- Seeing how businesses compete in a complex world
- Analysing how businesses find ways to increase profits
- Developing business literacy that will enable them to analyse, debate and evaluate businesses
- Understanding the benefits of businesses in their future lives
- Broaden knowledge of global markets

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	The start of the course looks at the setup of business in terms of the activities they do, the sector they are in and the ownership they have. We examine how business are organised and the financial aspects of running a business.	Still with Unit 1, students will explore ways in which businesses respond to external changes and the necessity for a business to plan.	Unit 4 is portfolio work. In this unit students will learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations.	Students will develop the skills that will help them create a rapport with customers and have the opportunity to practice and develop their business communication skills	Students will also learn about the legal constraints, ethical and security issues that affect how businesses store, share and use information.	This new unit (2) will cover the skills and understanding needed to work effectively within a business environment. The skills and understanding students will develop through this unit are critical to the success of any business and are highly valued in the business world; they



						are vital regardless of the role held within an organisation.
Content mapping	Types of businesses and their objectives. How the functional areas of businesses work together to support the activities of the business. The effect of different organisational structures on how businesses operate Using financial information to check the financial health of businesses. The relationship between businesses and stakeholders	External influences and constraints on businesses and how businesses could respond. Why businesses plan. Assessing the performance of businesses to inform future business activities.	Who customers are and their importance to businesses. Communicating with customers. Establishing a rapport with customers through non-verbal and verbal communication skills.	Conveying messages for business purposes. The constraints and issues which affect the sharing, storing and use of information for business communications.	Looking at employee confidentiality when handling personal information or classified information on clients.	Protocols to be followed when working in business. Factors that influence the arrangement of business meetings.
Assessment mapping	LO1 end of unit test LO2 end of unit test LO3 end of unit test LO4 end of unit test	LO5 end of unit test LO6 end of unit test LO7 end of unit test LO8 end of unit test Unit 1 Mock exam	Unit 4 Assignment 1	Unit 4 Assignment 2	Unit 4 Assignment 3	LO1 end of unit test for Unit 2
Personal development mapping	2. British Values 3. Equality of opportunity, understanding that difference is a positive 4. Promoting an inclusive environment 6. Confidence, resilience and knowledge to keep mentally healthy	18. The difference between right and wrong, recognising legal boundaries and respect for the civil and criminal law of England 20. Reasoned views about moral and ethical issues and the viewpoints of others on these issues. 22. British values		16. Use of imagination and creativity in their learning. 17. Willingness to reflect on their experiences.	18. The difference between right and wrong, recognising legal boundaries and respect for the civil and criminal law of England 19. The consequences of their behaviour and actions	



	15. Learning about themselves, others and the world around them 16. Imagination and creativity in their learning 17. Reflecting on experiences.					
Literacy focus for the half term	Literacy – Reading: summarising the key points from texts; seeking evidence in a text to support a point of view; learning the meaning of key business terminology	Grammar and vocabulary - use subject specific language in discussing reading, writing and spoken answers. <i>Non-subject specific vocabulary/grammar:</i> linking ideas across paragraphs using a wide range of connectives such as BATH (because, also, therefore, however)	Writing – Looking at the key command words such as Identify, describe, explain, evaluate in the assignment questions. Discussion on what these commands mean and a look at how assignments should be set out when being completed.	Spoken – Focus on non-verbal and verbal skills when carrying out business presentations. Students to carry out a role play and to do a 10-minute presentation.	Reading – Revision materials gathered using notes from the textbook, class notes and business websites.	Grammar and vocabulary - use subject specific language in discussing reading, writing and spoken answers. <i>Non-subject specific vocabulary/grammar:</i> linking ideas across paragraphs using a wide range of connectives such as BATH (because, also, therefore, however)
Numeracy links	Calculating costs and using formulae. Calculating for different output.	Calculating profit and using formulae. Demonstrating a reworked formula for profit.	Reading and producing graphs and charts. Analysing changes to selling price and break-even point.			
Cross-curricular links to other subjects	Maths – use of calculations		Links to IT with corporate designs, websites. Analysis of documents used in business. Links to English as we examine content, tone, imagery and effectiveness			
Careers	Careers links to jobs in finance and accounting.	Links to all functional area careers.	Link to working in Customer Service and the Hospitality industry	Link to working in Customer Service and the Hospitality industry	Links to working in office environments	Careers in project management



Support for all	Differentiated materials. Model answers, key word dictionary, checklists and confidence levels	Assignments are differentiated. Model answers, support with statement banks and the use of BATH to encourage extended writing	Differentiated materials. Model answers, key word dictionary, checklists and confidence levels
Challenge ideas	Maximum grade is Distinction. To reach this work has to use connective words. Use of mark schemes, model answers and examiner report to support this.	Encourage the use of more examples in the work produced and to use more sources than the ones suggested.	Maximum grade is Distinction. To reach this work has to use connective words. Use of mark schemes, model answers and examiner report to support this.



Year 13

Overall curriculum intent for year 13:

The year starts with the completion of Unit 2 in readiness for the examination in January. Two optional coursework units are then completed, Unit 8 and 19.

Each unit looks at an area of business – Unit 2 (Working in Business), Unit 8 (Human Resources) and Unit 19 (International Business)

In order to cover these units, we:

- Aim to use local business to support student understanding. Unit 8 uses Skipton Building Society and Unit 19 uses Piccalilly (previously Angus Fire)
- Use of local business makes the terminology understandable and students relate easier
- Aim to use students own personal experiences of working in business to link in with the Unit 2 specification.
- Make Unit 2 as practical as possible and encourage students to perform many of the tasks carried out in business e.g. recruitment documents.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Intent for the half term	This unit will cover the skills and understanding needed to work effectively within a business environment. The skills and understanding students will develop through this unit are critical to the success of any business and are highly valued in the business world; they are vital regardless of the role held within an organisation.	Unit 8 (portfolio) In this unit students will gain an overview of the HR function within a business and learn about factors affecting human resources planning. They will understand the importance of motivating and training employees to achieve their potential. They will learn how businesses measure employee performance.	Students will be able to appreciate how the role of the HR function links with other key functions in a business to contribute to the overall success of the business. They will also understand the importance of confidentiality for the HR function, as this fosters trust and respect between employee and employer	In this unit, students will gain an understanding of key decisions that businesses must make when deciding whether to operate internationally. This unit will provide students with practical experience which will be valuable should they wish to undertake further study in this area or follow a career in a business which either operates or aims to operate internationally	This unit will allow students to draw together all of their knowledge and understanding to identify a strategy that a domestic (local, regional or national) business could adopt to expand internationally
Content mapping	Using business documents. Prioritising business tasks. Communicating effectively with stakeholders.	Factors involved in human resources planning. Assessing the effectiveness of training and development. How and why businesses motivate employees.	The importance of monitoring and managing employee performance at work. The importance of confidentiality within the human resources function.	The impact of globalisation on businesses, employees and consumers. The opportunities and challenges that businesses face when operating internationally.	The international trading environment in which businesses operate. Different international expansion strategies used by businesses.



Assessment mapping	LO3 end of unit test Unit 2 mock exam paper	Unit 8 – Assignment 1 & 2 Unit 2 mock exam paper	Unit 8 – Assignment 3	Unit 19 – Assignment 1 Unit 19 – Assignment 2	Unit 19 – Assignment 3
Personal development mapping	18. The difference between right and wrong, recognising legal boundaries and respect for the civil and criminal law of England 19. The consequences of their behaviour and actions	22. British values		23. Provision for the cultural development of pupils through an appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; a range of cultures; similarities between cultures.	
Literacy focus for the half term	Literacy – Reading: summarising the key points from texts; seeking evidence in a text to support a point of view; learning the meaning of key business terminology	Grammar and vocabulary - use subject specific language in discussing reading, writing and spoken answers. <i>Non-subject specific ensure the paragraphing and sentences are suitable. Re read work produced before submitting with a focus on spelling and grammar</i>	Writing – From reading the case study, student need to interpret the findings and write their thoughts effectively. Use of writing frames are discouraged but there is a need to show how much depth is needed in some coursework answers. Exemplar material can help but the need to use phrases like ‘this will leads to’.... ‘Or as a result’..... will be the focus in this period.	Spoken – Listening to guest speakers from local business and the need to ask questions to them is the focus in this period	Reading – preparation for resit examination and using notes to create revision cards etc.
Numeracy links	Calculating costs/ percentages and discounts. Calculating business documents			Interpreting statistics, charts and data	
Cross-curricular links to other subjects	Maths – use of calculations	Psychology – Maslow Hierarchy of Needs		Geography – Globalisation Politics	



Careers	Careers links to jobs in finance and accounting.	Human Resources and Project Management Visit to Skipton Building Society to listen to their business model and a talk on apprenticeships		International Business, Running your own business Talk from local business about their business model
Support for all	Differentiated materials. Model answers, key word dictionary, checklists and confidence levels	Assignments are differentiated. Model answers, support with statement banks and the use of BATH to encourage extended writing		Differentiated materials. Model answers, key word dictionary, checklists and confidence levels
Challenge ideas	Maximum grade is Distinction. To reach this work has to use connective words. Use of mark schemes, model answers and examiner report to support this.	Encourage the use of more examples in the work produced and to use more sources than the ones suggested.		Maximum grade is Distinction. To reach this work has to use connective words. Use of mark schemes, model answers and examiner report to support this.