



Business department curriculum intent

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.



Curriculum mapping

| <p>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. Students 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 adults 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.</p> | | | | | | | | | | | |
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| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Half term 1</th> <th style="width: 15%;">Half term 2</th> <th style="width: 15%;">Half term 3</th> <th style="width: 15%;">Half term 4</th> <th style="width: 15%;">Half term 5</th> </tr> </thead> </table> | | | | | | | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 |
| | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | | | | | | |
| Year 10 & 11 | Intent for the topic | 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 develop exam technique. | | | | | |
| | Content mapping | Learners discover the ways in which businesses target their customers and find out their needs. Learners see the key financial calculations needed to run a small business and how businesses look at their products and adapt them to increase sales. RO64 (Examination) L01, L02, L03 RO65 (Coursework) Task 1, Task 2, Task 3 | Learners examine the importance of pricing, including strategies they can use to attract customers. They see the various advertising methods that exist and promotional techniques businesses 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 access finance. RO64 (Examination) L04, L05 RO65 (Coursework) Task 4 | 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) Task 1 | 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, Task 3, Task 4 | RO64 (Examination) Resit L01-6 RO65 and RO66 (coursework) must be submitted to the exam board by 15 th May, with external moderation by the exam board completed after this date. | | | | | |



| Overall curriculum intent for year 12: 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. | | | | | | |
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| | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Year 12 | <p>Intent for the topic</p> <p>The start of the course looks at the setup of businesses in terms of the activities they do, the sector they are in and the ownership they have. We examine how businesses are organised and the financial aspects of running a business.</p> | <p>Still with Unit 1, students will explore ways in which businesses respond to external changes and the necessity for a business to plan.</p> | <p>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.</p> | <p>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.</p> | <p>Students will also learn about the legal constraints, ethical and security issues that affect how businesses store, share and use information.</p> | <p>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.</p> |
| | <p>Content mapping</p> <p>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</p> | <p>External influences and constraints on businesses and how businesses could respond. Why businesses plan. Assessing the performance of businesses to inform future business activities.</p> | <p>Who customers are and their importance to businesses. Communicating with customers. Establishing a rapport with customers through non-verbal and verbal communication skills.</p> | <p>Conveying messages for business purposes. The constraints and issues which affect the sharing, storing and use of information for business communications.</p> | <p>Looking at employee confidentiality when handling personal information or classified information on clients.</p> | <p>Protocols to be followed when working in business. Factors that influence the arrangement of business meetings.</p> |



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| | | Using financial information to check the financial health of businesses. The relationship between businesses and stakeholders | | | | |
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| Year 13 | <p>Overall curriculum intent for year 13: The year starts with the completion of Unit 2 in readiness for the examination in January. 2 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).</p> | | | | | |
| | | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 |
| | Intent for the topic | 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. | |