

Y12	Knowledge and Skills	Vocabulary & numerical concepts	Checking of understanding	Rationale
Autumn Term	<p>Knowledge:</p> <ul style="list-style-type: none"> • What is business? • Decision making in business – types of decision, how decisions are made, decision trees, impact of leadership & stakeholders on decision-making • Marketing – objectives, measuring performance, research & use of data, marketing strategies, tactics (7 P's) <p>Skills:</p> <ul style="list-style-type: none"> • Securing knowledge (key terms, formulas & models) • Application – tackling multi choice & short answer questions, including calculations • Analysis – using PEEL paragraphs • Independent research techniques 	<p>Objectives Stakeholders Types of ownership Stock market & share prices Leadership styles and management models Decision making techniques Market research terms Segmentation & targeting Marketing mix (7 P's)</p> <p>Profit & its calculation Decision trees & probability Marketing data calculations e.g. market share, growth, price & income elasticity</p>	<p>Directed questioning Mini white boards Retrieval exercises MCQ quizzes Exam-style question homework End of topic assessments</p>	<p>Students acquire the language and skills to become well-informed troubleshooters and strategists, with an ability to apply the basic principles to enable recommendations for business success.</p> <p>The focus of year 1 is to give students a grounding of the internal workings of businesses and how functional areas are interrelated.</p> <p>Every lesson incorporates real world events to reinforce a subject which has significant influence in everyday life, e.g. the impact of technological change on products and services available, causes of change in stock markets & value of firms. This is enhanced through stock trading simulations.</p>
Spring Term	<p>Knowledge:</p> <ul style="list-style-type: none"> • Operations – objectives, measuring performance, efficiency, quality, supply chains 	<p>Operational objectives Productivity Efficiency v quality Lean production</p>	<p>Directed questioning Mini white boards Retrieval exercises MCQ quizzes</p>	<p>Through exploring wide-ranging functional areas of businesses and the modern developments in the changing business environment, students identify broad areas, as well as more niche ones, that they may wish to</p>

	<ul style="list-style-type: none"> Finance – objectives, measuring performance (budgets, cash flow, break even), sources of finance, profitability <p>Skills:</p> <ul style="list-style-type: none"> Application – effective use of case studies & data tables Analysis – essay writing skills Evaluation – making effective judgements in longer questions/short conclusions 	<p>Inventory & supply chains Outsourcing Financial objectives Sources of finance Cash v profit</p> <p>Operations data calculations e.g. productivity, capacity utilisation, unit costs Finance analysis techniques e.g. cash flow analysis, budgeting, break even analysis, profitability margins</p>	<p>Exam-style question homework End of topic assessments</p>	<p>pursue as a career or continue to study at university. Students learn how to analyse business data and use numerical skills to interpret changes in the business world and individual firms. There are plenty of opportunities for students to work independently and in teams, researching themes, planning strategies and sharing information with others.</p>
Summer Term	<p>Knowledge:</p> <ul style="list-style-type: none"> Human resources – objectives, approaches to HR, measuring worker effectiveness, organisation design, motivation, employer relations Revision for end of year mock Intro to year 2: Pestle & social factors <p>Skills:</p> <ul style="list-style-type: none"> Revision & retrieval techniques 	<p>HR objectives Job design Organisational design Centralisation v decentralisation Motivation theories & in practice Employee involvement PESTLE Social environment CSR/ethics</p>	<p>Directed questioning Mini white boards Retrieval exercises MCQ quizzes Exam-style question homework Timed assessments End of topic assessments End of year assessment</p>	<p>Focus this term is investigating current business events such as the change in our high streets, the impact of digital technology on consumer behaviour and the pressure on businesses to respond to environmental concerns, beginning to consider synoptic thinking about strategy.</p> <p>Students are exposed to invited speakers from a range of businesses, particularly ex-students who have returned to share experiences in their chosen career paths, from finance to marketing across very different sectors. These role models enable potential progression pathways to be explored, particularly in areas</p>

	<ul style="list-style-type: none"> • Essay techniques – evaluation in longer answers & AIM conclusions • Consolidation of year one • Exam preparation & technique • How to link business skills into personal statements 	<p>Demographic change</p> <p>Calculating HR performance e.g. labour turnover, labour costs</p>		<p>that had not previously been considered. Developing cultural capital is evident in all that we do in the classroom and out, raising awareness of a subject as contemporary and dynamic as Business in many aspects of everyday life.</p>
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Y13	Knowledge and Skills	Vocabulary & Numerical concepts	Checking of understanding	Rationale
Autumn Term	<p>Knowledge:</p> <ul style="list-style-type: none"> • Analysing strategic direction • Analysing internal business performance, including objectives & financial ratios • External environment of businesses – political, legal, economic • External environment of businesses – technological, social, environmental/ethical • Pursuing growth strategies – why, how (including mergers) <p>Skills/revision:</p> <ul style="list-style-type: none"> • MCQ, SAQ, calculations, longer answers • Language of topics • What is business • Decision making • Essay skills 	<p>Mission statement, objectives, strategy</p> <p>SWOT analysis</p> <p>Political factors</p> <p>Legislation</p> <p>Porters five Forces</p> <p>Ratio analysis</p> <p>Investment appraisal</p> <p>Ansoff & Porter strategies</p> <p>Growth strategies</p> <p>Mergers</p> <p>Ratio analysis e.g. profitability, liquidity, gearing</p> <p>Investment appraisal methods</p>	<p>Directed questioning</p> <p>Mini white boards</p> <p>Retrieval exercises</p> <p>MCQ quizzes</p> <p>Exam-style question homework</p> <p>Timed assessments</p> <p>End of topic assessments</p>	<p>By year 2, students will understand the strategic directions businesses take, given both internal and external constraints. Every lesson incorporates real world events to reinforce a subject which has significant influence in everyday life, e.g. the impact of e-commerce and the 'death of the high street', the impact of the media on business transparency and governance, the 'productivity puzzle', the environmental pressures on firms to become greener and the political decisions that create uncertainty in the economic environment!</p> <p>Emphasising cross-curricular perspectives, for example, recognising the significance of Geography, Science and Economics in the ability of the business world to adapt to climate change enhances students' ability to consider joined-up thinking in problem-solving.</p>

<p>Spring Term</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Implementing strategy – innovation, international expansion, digital technology • Managing change – culture, critical path analysis, why strategies fail <p>Skills/revision:</p> <ul style="list-style-type: none"> • Exam technique in timed conditions • Consolidation of all knowledge • Thinking synoptically – putting the jigsaw together • Preparation and practice 	<p>Innovation</p> <p>Internationalisation</p> <p>Digital technology</p> <p>Cultural types</p> <p>Barriers to change</p> <p>Corporate governance</p> <p>Strategic drift</p> <p>Contingency planning</p>	<p>Directed questioning</p> <p>Mini white boards</p> <p>Retrieval exercises</p> <p>MCQ quizzes</p> <p>Exam-style question homework</p> <p>Timed assessments</p> <p>End of topic assessments</p>	<p>Healthy numbers every year continue to reflect the appeal of this accessible and relevant subject. In addition, approximately half of our students go on to pursue courses that relate to Business directly or indirectly, either at university or in apprenticeships. This is achieved through the engaging curriculum and the expertise provided by teachers to equip students with the techniques to achieve their potential.</p>
<p>Summer Term</p>	<p>Revision:</p> <ul style="list-style-type: none"> • Practice, revision, using model answers to improve grades 	<p>Exam prompts</p> <p>Unpicking questions</p> <p>Reading for information</p> <p>Focus on literacy</p>	<p>Directed questioning</p> <p>Mini white boards</p> <p>MCQ quizzes</p> <p>Timed assessments</p>	