Year 10 Curriculum Intent

At The Kingsway School, we believe the study of Business is important because it shapes everyone's daily lives. We all interact with Business every day. An understanding of how Business works is therefore essential for everyone from conducting their own personal finances to managing and motivating a group of individuals under your control. Many students go on to form their own businesses or work in large multi-national organisations and within the department we strive to give students the confidence to take risks and provide them with the ambition of being our future 'business leaders'.

In Year 10 students are introduced to key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this year, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions.

In the second half of the summer term students are introduced to business growth which feeds into the subjects of Marketing, Finance, Human Resources and Operations Management in Year 11

Essential Knowledge Summary

Schemata 1: Enterprise and Entrepreneurship

Composite Knowledge

Students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship

Component Knowledge:

Foundational Knowledge:

Declarative Knowledge:

Why new business ideas come about: changes in technology changes in what consumers want products and services becoming obsolete. How new business ideas come about:
original ideas adapting existing products/services/ideas.

The impact of risk and reward on business activity: risk: business failure, financial loss, lack of security reward: business success, profit, independence.

The role of business enterprise and the purpose of business activity: to produce goods or services to meet customer needs to add value: convenience, branding, quality, design, unique selling points.

The role of entrepreneurship: an entrepreneur organises resources, makes business decisions, takes risks.

Procedural Knowledge:

Reasoning- the ability to make basic chains of argument.

To present a balanced argument on a business topic and present to the rest of the group.

Annotating case studies- the ability to extract key terminology from selected text examples.

External examples- students have the ability to find and bring own case study examples into their work.

Upper Hierarchical Knowledge

To bring in detailed external case study answers into their work

To be able to argue both positive and negative points in basic reasoning answers

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Schemata 2: Making a Business Effective

Composite Knowledge:

Students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

Component Knowledge:

Foundational Knowledge:

Declarative Knowledge:

The concept of limited liability: and unlimited liability the implications for the business owner(s) of limited and unlimited liability.

The types of business ownership for start-ups: sole trader, partnership, private limited company

The advantages and disadvantages of each type of business ownership.

The option of starting up and running a franchise.

Factors influencing business location:
proximity to: market, labour, materials and competitors, nature of the business activity , the impact of the internet on location decisions: e-commerce and/or fixed premises.

What the marketing mix is and the importance of each element, price, product, promotion, place. How the elements of the marketing mix work together, balancing the marketing mix based on the competitive environment, the impact of changing consumer needs on the marketing mix, the impact of technology on the marketing mix: e-commerce, digital communication

The role and importance of a business plan: to identify, the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. The purpose of planning business activity, the role and importance of a business plan in minimising risk and obtaining finance.

Procedural Knowledge:

Reasoning- the ability to make chains of argument.

Annotating case studies- the ability to extract key terminology from selected text examples.

Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects.

External examples- students have the ability to find and bring own case study examples into their work.

Upper Hierarchical Knowledge

To be able to justify why a business would choose to operate in a certain fashion

Schemata 3: External Influences

Composite Knowledge:

Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Component Knowledge:

Foundational Knowledge:

Declarative Knowledge:

Who business stakeholders are and their different objectives: shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government.

How stakeholders are affected by business activity, how stakeholders impact business activity , possible conflicts between stakeholder groups

Different types of technology used by business:, e-commerce, social media, digital communication, payment systems.

How technology influences business activity in terms of: sales, costs, marketing mix.

The purpose of legislation, principles of consumer law: quality and consumer rights, principles of employment law: recruitment, pay, discrimination and health and safety.

The impact of legislation on businesses, cost, consequences of meeting and not meeting these obligations.

The impact of the economic climate on businesses, unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates

Procedural Knowledge:

Reasoning- the ability to make chains of argument.

Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects.

Annotating case studies- the ability to extract key terminology from selected text examples.

Analytical basic reasoning- the ability to make basic chains of argument using contextualised data

External examples- students have the ability to find and bring own case study examples into their work.

Upper Hierarchical Knowledge

To produce detailed arguments in the third person as to why a business would choose to operate in such a manner.

	To back up arguments with both quantitative and qualitative data	To be able to justify why a business would choose to operate in a certain fashion To back up arguments with both quantitative and qualitative data
Schemata 4: Spotting a Business Opportunity	**Schemata 5: Putting an idea into practice**	**Schemata 6: Growing a Business**
Composite Knowledge: Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition. **Component Knowledge:** **Foundational Knowledge:** Declarative Knowledge: Identifying and understanding customer needs, what customer needs are: price, quality, choice, convenience, the importance of identifying and understanding customers: generating sales, business survival. The purpose of market research, to identify and understand customer needs, to identify gaps in the market, to reduce risk, to inform business decisions. Methods of market research-primary research, survey, questionnaire, focus group, observation secondary research, internet, market reports, government reports. The use of data in market research, qualitative and quantitative data, the role of social media in collecting market research data, the importance of the reliability of market research data. Understanding the competitive environment: strengths and weaknesses of competitors based on: price, quality, location, product range and customer service, the impact of competition on business decision making **Procedural Knowledge:** Reasoning- the ability to make chains of argument. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects. Annotating case studies- the ability to extract key terminology from selected text examples. Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students can find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative and qualitive data leading to supported judgements **Upper Hierarchical Knowledge** To be able to provide detailed justified evaluations in context. To be able to understand what might stop a business from achieving its goals when conducting a balanced justification To develop detailed chains of analysis using source information	**Composite Knowledge:** This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects of a business **Component Knowledge:** **Foundational Knowledge:** Declarative Knowledge: What business aims and business objectives are. Business aims and objectives when starting up: financial aims and objectives: survival, profit, sales, market share, financial security, non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. Why aims and objectives differ between businesses. The concept and calculation of revenue-fixed and variable costs, total costs, profit and loss, interest, break-even level of output, margin of safety. Interpretation of break-even diagrams, the impact of changes in revenue and costs, break-even level of output, margin of safety, profit and loss. The importance of cash to a business: to pay suppliers, overheads and employees, to prevent business failure (insolvency), the difference between cash and profit. Calculation and interpretation of cash-flow forecasts, cash inflows, cash outflows, net cash flow, opening and closing balances. Sources of finance for a start-up or established small business: short-term sources, overdraft and trade credit long-term sources, personal savings, venture capital, share capital, loans, retained profit and crowd funding. **Procedural Knowledge:** Reasoning- the ability to make basic chains of argument. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects. Annotating case studies- the ability to extract key terminology from selected text examples. Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students can find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative and qualitive data leading to supported judgements Calculate basic quantitative calculations from numerical data. **Upper Hierarchical Knowledge** To be able to understand what might stop a business from achieving its goals when conducting a balanced justification	**Composite Knowledge:** Students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored. **Component Knowledge:** **Foundational Knowledge:** Declarative Knowledge: Methods of business growth and their impact: internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) external (inorganic) growth: merger, takeover. The types of business ownership for growing businesses: public limited company (plc) Sources of finance for growing and established businesses: internal sources: retained profit, selling assets, sources: loan capital, share capital, including stock market flotation (public limited companies). Why business aims and objectives change as businesses evolve: in response to market conditions, technology, performance, legislation, internal reasons. How business aims and objectives change as businesses evolve: focus on survival or growth, entering or exiting markets, growing or reducing the workforce, increasing or decreasing product range. The impact of globalisation on businesses: imports: competition from overseas, buying from overseas, exports: selling to overseas markets, changing business locations, multinationals. Barriers to international trade: tariffs, trade blocs. How businesses compete internationally: the use of the internet and e-commerce, changing the marketing mix to compete internationally The impact of ethical and environmental considerations on businesses: how ethical considerations influence business activity: possible trade-offs between ethics and profit how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit,]= the potential impact of pressure group activity on the marketing mix **Procedural Knowledge:** Reasoning- the ability to make chains of argument. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects. Annotating case studies- the ability to extract key terminology from selected text examples. Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students have the ability to find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative and qualitive data leading to supported judgements **Upper Hierarchical Knowledge**

	To develop detailed chains of analysis using source information Own Source Information included in answers	To be able to understand what might stop a business from achieving its goals when conducting a balanced justification To develop detailed chains of analysis using source information Detailed Justification as to why a business might not achieve a desired outcome Own Source Information included in answers

● Year 10 Final Composite Knowledge End Point

- Enterprise and Entrepreneurship
- Making a Business Effective
- External Influences
- Spotting a Business Idea
- Putting a Business Idea into Practice

At The Kingsway School, we believe the study of Business is important because it shapes everyone's daily lives. We all interact with Business every day. An understanding of how Business works is therefore essential for everyone from conducting their own personal finances to managing and motivating a group of individuals under your control. Many students go on to form their own businesses or work in large multi-national organisations and within the department we strive to give students the confidence to take risks and provide them with the ambition of being our future 'business leaders'.

In Year 11 we examine how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. We also consider the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Year 10 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.

Year 11 Essential Knowledge Summary

Schemata 1: Marketing	Schemata 2: Operations	Schemata 3: Human Resources
Composite Knowledge Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace. **Component Knowledge:** **Foundational Knowledge:** Declarative Knowledge: The design mix: function, aesthetics, cost. The product life cycle: he phases of the product life cycle-extension strategies. The importance to a business of differentiating a product/ service. Price- pricing strategies, influences on pricing strategies: technology, competition, market segments, product life cycle Promotion: appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding, the use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters. Place: -methods of distribution: retailers and e-tailers (e-commerce). How each element of the marketing mix can influence other elements. Using the marketing mix to build competitive advantage. How an integrated marketing mix can influence competitive advantage. **Procedural Knowledge:** Reasoning- the ability to make chains of argument. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects.	**Composite Knowledge:** This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes. **Component Knowledge:** **Foundational Knowledge:** Declarative Knowledge: The purpose of business operations: to produce goods to provide services. Production processes: different types: job, batch, flow the impact of different types of production process: keeping productivity up and costs down and allowing for competitive prices. Impacts of technology on production: balancing cost, productivity, quality and flexibility Managing stock: interpretation of bar gate stock graphs the use of just in time (JIT) stock control. The role of procurement: relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust the impact of logistics and supply decisions on costs, reputation, customer satisfaction. Procedural Knowledge: The concept of quality and its importance in: the production of goods and the provision of services: quality control and quality assurance, allowing a business to control costs and gain a competitive advantage. The sales process: product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service. The importance to businesses of providing good customer service. **Procedural Knowledge:** Reasoning- the ability to make basic chains of argument. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects. Annotating case studies- the ability to extract key terminology from selected text examples.	**Composite Knowledge:** Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. **Component Knowledge:** **Foundational Knowledge:** Declarative Knowledge: Different organisational structures and when each are appropriate: hierarchical and flat, centralised and decentralised. The importance of effective communication: the impact of insufficient or excessive communication on efficiency and motivation, barriers to effective communication. Different ways of working: part-time, full-time and flexible hours, permanent, temporary, and freelance contracts, the impact of technology on ways of working: efficiency, remote working Different job roles and responsibilities: key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. How businesses recruit people: documents: person specification and job description, application form, CV, recruitment methods used to meet different business needs (internal and external recruitment). How businesses train and develop employees: different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews. Why businesses train and develop employees: the link between training, motivation and retention retraining to use new technology. The importance of motivation in the workplace: attracting employees, retaining employees, productivity. How businesses motivate employees: financial methods: remuneration, bonus, commission, promotion, fringe benefits non-financial methods: job rotation, job enrichment, autonomy **Procedural Knowledge:**

Annotating case studies- the ability to extract key terminology from selected text examples. Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students have the ability to find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative and qualitative data leading to supported judgements **<u>Upper Hierarchical Knowledge</u>** To be able to understand what might stop a business from achieving its goals when conducting a balanced justification To develop detailed chains of analysis using source information Detailed Justification as to why a business might not achieve a desired outcome Own Source Information included in answers	Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students have the ability to find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative and qualitative data leading to supported judgements **<u>Upper Hierarchical Knowledge</u>** To be able to understand what might stop a business from achieving its goals when conducting a balanced justification To develop detailed chains of analysis using source information Detailed Justification as to why a business might not achieve a desired outcome Own Source Information included in answers	Reasoning- the ability to make basic chains of argument. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects. Annotating case studies- the ability to extract key terminology from selected text examples. Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students have the ability to find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative and qualitative data leading to supported judgements **<u>Upper Hierarchical Knowledge</u>** To be able to understand what might stop a business from achieving its goals when conducting a balanced justification To develop detailed chains of analysis using source information Detailed Justification as to why a business might not achieve a desired outcome Own Source Information included in answers
Schemata 4: Finance	**Schemata 5: Revision**	
<u>Composite Knowledge</u> Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. **<u>Component Knowledge:</u>** **Foundational Knowledge:** Declarative Knowledge: The concept and calculation of: gross profit net profit Calculation and interpretation of: gross profit margin net profit margin average rate of return. The use and interpretation of quantitative business data to support, inform and justify business decisions: information from graphs and charts financial data marketing data market data. The use and limitations of financial information in: understanding business performance making business decisions. Procedural Knowledge: Reasoning- the ability to make chains of arguments. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects. Annotating case studies- the ability to extract key terminology from selected text examples. Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students have the ability to find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative	**<u>Composite Knowledge</u>** Students will recap all areas of the specification which covers both year 1 and year 2. This includes Human Resources, Finance, Marketing and Operations **<u>Component Knowledge:</u>** **Foundational Knowledge:** Declarative Knowledge: The concept and calculation of: gross profit net profit Calculation and interpretation of: gross profit margin net profit margin average rate of return. The use and interpretation of quantitative business data to support, inform and justify business decisions: information from graphs and charts financial data marketing data market data. The use and limitations of financial information in: understanding business performance making business decisions. Procedural Knowledge: Reasoning- the ability to make chains of arguments. Developing reasoning- coherent and logical chains of reasoning showing causes and/or effects. Annotating case studies- the ability to extract key terminology from selected text examples. Analytical reasoning- the ability to make basic chains of argument using contextualised data External examples- students have the ability to find and bring own case study examples into their work. Balanced and detailed assessments using wide ranging and contextualised data using quantitative and qualitive data leading to supported judgements Calculate advanced calculations from numerical data.	

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<u>Year 11 Final Composite Knowledge End Point</u>

- Marketing
- Operations
- Human Resource Management
- Finance