

Subject	Business Studies
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<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>The Purpose of the Business Studies is to equip students with a comprehensive business knowledge and appropriate skills needed to develop their entrepreneurial and employability skills, which allows them to identify business problems and opportunities. Students are also equipped with the knowledge of the global market, external influences and both micro and macro business environment. This is achieved through quality teaching, which ensures students understand underlying Business theories which they can apply to a variety of familiar and unfamiliar case studies using and relating with real life businesses. Through the curriculum and teaching, students can develop their analytical and evaluative skills to relate with different business situation, demonstrating good understanding of business behaviours and operations. We want students acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis. They apply numerical skills in a range of business contexts. Our students are able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy, with the understanding of how bigger business issues impact on their daily lives.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, 	<p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: The business curriculums is developed into two themes at key stage 4 and four themes at key stage 5. through the contents Students are able to build knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work in relations to the market condition, the immediate business environment, and the global market. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions. • Coherence: The Business curriculum is sequenced according to themes when allows student from basic business concept to more complex business concept as they progress in their learning. Key stage 2 is sequenced from

teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes.

- Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.
- Education with character: Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

students learning about entrepreneurship to starting small business and all the business concept and elements of running a small business in year 10. This is further developed into growing and expanding the business with a global perspective.

Key stage 5 is also sequenced through the themes from theme 1 – 4, starting with the market, demand and supply concept within the market, marketing mix, and customer service. This further progresses into managing people within the organisation, entrepreneurship, and leadership style in business organisation. This is followed by business finance, resource management and external influences. Theme 3 allows students to learn more about core business operations such as business objectives and strategies, business growth and decision-making techniques, assessing competitiveness and change management. This is followed by theme with relates to globalisation. The sequence of the curriculum allows students to have a good grasp of the comprehensive knowledge of business operations

- **Mastery:** Core analytical and evaluative skills development is embedded into the teaching and learning of the subject from the beginning and all through each lesson. This is tested through the question-types students relate with and need to develop knowledge and ability for in relations to their exams. Students learn key terms of the individual topical areas covered, and revisit prior learning from previous topics and themes which they can relate to and contextually apply to business situations through real life case studies, with opportunities to access model answers which allows them to develop and master their own knowledge and understanding of the subject, thereby applying this knowledge to solve business problems
- **Adaptability:** The curriculum is in line with the Pearson Edexcel specification with a focus on examination success. This is constantly reviewed and adapted to suit the needs of the learners with various learning material used and adapted for teaching and learning. Past and current real life business situation are adapted to teach various business concepts to enrich students understanding and application. Each lesson is adapted to cater for the needs of the learners in lesson.
- **Representation:** Students learn about various business environment in relation to the individual culture of the business environment

- **Education with character:** Through the curriculum, students learn to appreciate various cultural settings and values as it relates to the business and global environment. Students learn about ethical behaviour and social responsibility through CSR, having a better understanding of legal requirements in relations to Business environment and taxes. The curriculum enables students to develop good logical thinking skills, rational assessment of business situation and environment, impact of external influence and personal monetary and financial management skills which can be applied to their personal and daily lives. Students are more made aware of current issues within their environment and the global world.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 10	1.1 Enterprise & Entrepreneurship	<p>Why this? This unit introduces the dynamic nature of business and how business originate by considering why and how entrepreneurs come up with their business ideas, the factors that influence these ideas such as Change in Technology, and consumer wants as well as products becoming obsolete. It also explores the impact of risk (business failure, financial loss & lack of security) and reward (Business success, personal achievement, independence, and profit to create wealth) on business activities.</p> <p>Why this? The unit also explores the role of business enterprise and purpose of business activities which are to produce goods and services to meet customer needs, adding value to the business and the product such as convenience, branding, quality, and design. Students learn about the role of entrepreneurs in business such as being organisers of resources, Business decision makers, and risk takers.</p> <p>Why Now? the unit is foundational to theme 1, which is investigating small business. It gives a background start up for the reason a business is started by entrepreneurs. It gives knowledge into the core basis for while a business comes into existence. The proceeding units build on this knowledge. The theme focuses on start-ups and businesses start from the initial idea of the entrepreneur.</p>	1.2 Sporting Business opportunity	<p>Why this? The unit allows students to learn how small businesses spot opportunities by understanding customer needs and wants and customer service, using market research. The unit allows students to explore the business environment to understand the target market and the importance of understanding competition.</p> <p>Why this? The unit help students understanding of why markets are segmented and the different forms of market segmentation.</p> <p>Why Now? This unit is sequenced to follow 1.1 unit which focuses on why business exist. This unit expands on reason for the existence of the business and the understanding of the environment in which it existed. Students need to understand the reason why market research is important to a start-up and why a start-up needs to know its target market and the competition it's faced with in the market</p>
Year 11	2.1 Growing business	<p>Why this? This units focuses on a range of factors that a business needs to consider when growing from a small scale to a large-scale business. Students learn about the various methods of achieving growth, and</p>	2.2 Making Marketing Decision	<p>Why this? This unit focuses on the detail knowledge of the marketing mix in business. Students learn how each element of the marketing mix is managed and how</p>

		<p>how the business aims and objectives changes as it grows. The unit focus on the impact of globalisation as the business grows and the ethical and environmental factors that needs to be considered with growth. Students will learn about international trade, and barriers to trade, import and exportation of goods, multinational business, the benefits, and drawbacks of globalisation</p> <p>Why now? This is a built on from the knowledge of external factors and business expansion. Students needs to learn about the world been a global village and this is part of the growth that needs to be planned for by businesses.</p>		<p>business use the marketing mix to inform decisions made about their products and services. Students learn how businesses use marketing mix to achieve competitive advantage in the market. Students learn about the products and the design mix which are function, aesthetics and cost. The phases of the product life cycle that s product goes through and the various strategies employed to maximise each stage of the product life cycle. Students learn about the various pricing strategies used to inform pricing decisions. Promotional methods used in business are also explored. The unit also help students to learn about the various methods of distribution used to get products from the producers to the consumers</p> <p>Why now? As the business grows it is important for the business to understand the crucial role the function of the various marketing mix play as the heart of the business to determine the level of success it achieves. This is the reason why this is taught at more depth in this unit. Students learn about the need for a proper balance and blend of the marketing mix in developing a strong business strategy to be highly competitive in the market.</p>
Year 12	Theme 1 Marketing 1	<p>Why this? This unit focuses on the market and the marketing environment. The unit introduces the A level Business course to the students through the understanding of the customer needs and want, and the various elements and functions of the market the business dwells in. Students learn about types of market such mass and niche market, knowledge about</p>	Theme 1 Marketing 2	<p>Why this? This is a continuation of the market. Students learn about the marketing mix, elasticity of demand, and the market equilibrium. Students learn about pricing strategy and how this influences demand and supply. Students learn about market competition in the</p>

		<p>market size and the importance of the market shear a business owns in the market it functions in. students also learn about the dynamics of the market, calculation of market share and market growth. The unit covers knowledge about market competition and competitive advantage. Other elements that influence the market such as the market segmentation, demand and supply, are all covered in the unit. Students learnt about branding, market positioning, market mapping and the use of market research in business. The unit focuses on the detail knowledge of the market as the basis for any business existence and survival.</p> <p>Why now? the unit is important for students understanding of the marketing world a business exist in, the elements and factors that influence the marketing environment. understanding of the market helps the students to know how the world of business functions and how the business relates with its environments and the target market; the factors that influence choice of buyers in the market and importance of pricing in relation to demand of products.</p>		<p>market and how businesses use competitive advantage such as pricing strategy, USP and quality to compete in the market.</p> <p>Why now? Students need to know how business relate with the market and the factors that determines demand for a product. Students also need to understand how businesses create a balance between demand and supply through market equilibrium.</p>
Year 13	<p>Theme 3.1 Business Objective & Strategy</p> <p>3.2 Business Growth</p> <p>3.3 Decision Making Technique</p>		3.3 Decision Making Technique	

Term 2

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 10	1.3 Putting Business Ideas into practice 1	<p>Why this? The unit helps students to learn about how to make business idea happen. Students learn how to identify business aims and objectives. The unit helps students to understand the internal workings of the business and the skill needed to ensure the survival of the business by having a set goal to achieve and knowing how to manage the finances of the business. Students learn how to calculate cost, revenue and profit in business. They learn how to calculate break even and cashflow forecast in the business.</p> <p>Why this? Learners will also learn about the various sources of finance for a small business. This gives students the understanding of the importance of setting goals in business and developing financial skills as crucial to managing a business</p> <p>Why now? The core of this unit focuses on business finance, which is very core to understanding how to keep a business running and ensure its survival through proper understanding of financial management. Students need to know the fundamentals of business finance at the early stage of their learning before going further into other topical areas of the course. Knowledge learnt in this unit will help students better understanding and application of unit 1.4</p>	1.4 Making the Business Effective 1	<p>Why this? The units focus on helping students understand the range of factors that will influence whether a small business succeeds or not. The topics focuses on business location, element of the marketing mix and how they work together, and the importance of business planning in in contributing to the success of a business. Students also learn about the legal options for small business start-up.</p> <p>Why now? Students are now building their knowledge business in respect to legalities of operating business in a country such as UK. Students understanding of the core elements that influence of the success of a business are now learnt. The importance and use of the marketing mix in a business and learnt and applied.</p>
Year 11	2.3 Making operational Decision	<p>Why this? This unit focuses on how businesses operate in other to meet the needs of its customers. Students learn about production process and the types production process used in business such as job,</p>	2.4 Making Financial decision	<p>Why this? This unit focuses on helping students understand the tools that businesses use to support financial decision-making. This includes the use of gross profit,</p>

		<p>batch and flow production. The benefits and drawback of each production process. the unit also help student to learn about the impact of technology on production process. students also learn about stock management process and the various means of managing stock for effective business operation and cost maximisation. The unit also covers the role of procurement in business and how to deal with suppliers and business logistics. Students have the opportunity to learn about quality management in business as well as sales process and what this entails.</p> <p>Why now? The unit covers in detail, the internal workings of a business operation which students are meant to learn and understand. It allows them to learn about the various processes involved in a business operation in other to ensure that their product reach their customers/consumers. Students learn about the management process involved in making operation al decisions in business to ensure overall success of the business operation.</p>		<p>net profit, gross profit margin and net profit margin. Students also learn about the use of average rate of return to assess investment opportunities. Students learn how to use formulas and calculate, making use of their numeracy skills. They also learn how to interpret financial data to make informed financial decisions in business. Students learn about the various forms of financial and market data and how this data are used to make business decisions.</p> <p>Why now? This unit follows and builds on the knowledge of 1.3, creating a link between cost and revenue to achieve profit. It is also a nut that prepares student who would like to further their knowledge of business studies in A level as they will be doing a lot of financial analysis with regards to business decisions.</p>
<p>Year 12</p>	<p>Theme 1.2 people</p>	<p>The unit focuses on the internal workings of a business. The unit covers business forms and legal ownership types, business objectives, how businesses make choices through opportunity cost and trade off due to limited or scarce resources. Students will learn about organisational design and how the design influence the internal operations of the organisation. As part of the internal function of the organisation, students will learn about the organisational approaches to staffing and recruitment, how the business motivates its staff to maximise outputs. The unit covers entrepreneurship motives and the characteristics of the entrepreneur. Students also learn about the different types of leadership style.</p>	<p>2.1 Theme 2 finance</p>	<p>Why this? The unit focus on the financial aspect of business management. The learning covers sources of business finance for business, internal and external; source of finance, revenue and cost, profit, sales forecasting, cashflow forecast, liquidity, breakeven and budgeting. Students will also learn about business failure, the internal and external causes of business failure, financial and non-financial causes of business failure.</p> <p>Why now? the unit enables students to develop an understanding of raising and managing finance and measuring business performance. Students will need to be aware of the accounting ratios.</p>

		<p>Why now? understanding of the internal operation of a business is very crucial to students understanding of how a business organisation operate. The unit focuses more on the organisational management of the business. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders. Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts. To develop their knowledge, skills and understanding in business, students need to have acquired competence in quantitative skills that are relevant to and applied in the context of this theme</p>		
Year 13	<p>3.4 Influence on Business Decision</p> <p>3.5 Assessing Competitiveness</p>		<p>3.6 Managing Change</p> <p>Theme 4.1 Globalisation</p>	

Term 3

	Summer 1	Why this? Why now?	Summer 2	Why this? Why now?
Year 10	1.4 Making the Business Effective 2	<p>Why This? In the unit, students learn about the importance of business planning and all the elements and contents of a business plan. Students are able to utilise their previous knowledge such understanding of business purpose, business idea, business objectives, the business environment and the market, with their knowledge of finance applied to developing a business plan. Students learn about the importance of business location and the factors which influence the location of a business. These are the knowledge an entrepreneur must have in managing an effective start-up</p> <p>Why now? This knowledge builds on the previous knowledge of an entrepreneur's business aim and objective, the knowledge of the business environment and the market it operates in. with the background knowledge, students are able to link the factors that make a business effective to when putting the business ideas into practice</p>	1.5 Understanding external influence	<p>Why this? This unit focuses to help students understanding of the external influence on a business and how the business responds to the influences. students learn about the factors that are outside of the business control such as political, economical, social, technological, legal and environmental factors, which impact on business operation. Detail of how this external influence affect a business is learnt in detail from government policies such as taxes and minimum wage, which are political influence to interest rate, exchange rate and inflation, which are economical. The increase in technological development and its impact on business operation, cost and profit are fully learnt. This knowledge is important for the learners to know how a business can adapt to its environment despite the influence beyond their control</p> <p>Why now? This units builds on the students understanding of the business environment from previous units it allows the students to explore deeper into external factors entrepreneurs have to consider and relate with when making business decisions. This will further strengthen their knowledge of business adaptation and compliance to their environment.</p>
Year 11	2.5 Making Human Resource Decision	<p>Why this? The unit helps students to learn about the decisions that growing businesses have to make about organisational structure, recruitment, training and</p>		Reviews and Exam revisions

		<p>motivation. Students learn about the different ways these decisions affect business activities. Students learn about how decision-making takes place within an organisation and who has the authority to make decision within the organisation. Students learn about the construct of an organisation and how this influence the source of decision making - this is, centralised and decentralised organisational structure. Students learn about recruitment process and job roles within organisation. The also help students to learn about the purpose and importance of training in a business organisation. Students learn how businesses develop their staff and the value this brings to the organisation. They learn about the different methods of training – formal and informal training. Students learn about the purpose and importance of motivation in an organisation and how this impact on productivity in business. They learn about the various methods of motivating staff which is both financial and now financial forms of motivation.</p> <p>Why now? As part of learning about the internal operational workings of an organisation. Students are now well able to have a good grasp and understanding of the importance of human resource management in business. This is end of the units for the GCSE course, giving students a good depth of understanding of starting a business and how the structure of the business changes as they grow which requires staffing, training and development of these staffs. The unit emphasis the importance of decision making in an organisation and who has the responsibility of making those decisions.</p>		
<p>Year 12</p>	<p>Theme 2.2 Resource Management</p>	<p>Why this? This unit focuses on business operation and resource management. Students learn about capacity utilisation and how this affects business cost. Through the unit, students learn about how efficient a business</p>	<p>Theme 2.3 External Influence</p>	<p>This unit investigates external influence on business. Student learn about the factors that influence business operations and decisions which they have no control over. Students will</p>

		<p>operates through the use of its capacity. Students will also learn about stock control, quality management, production, productivity and efficiency. The unit build on a deeper knowledge of production methods learnt during GCSE course. Knowledge of how to measure and improve productivity is also covered. The unit covers the knowledge of calculating a fixed unit cost.</p> <p>Why now? The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. The unit is linked to business financial performance which was learnt in 2.1 as a continuation.</p>		<p>learn about market structure such as the perfect market, monopolistic competition, oligopoly and monopoly. They also learn about the Porter's five force. The unit help students to explore the economic influence and the effect on business of changes in the business cycle, interest rate, exchange rate, inflation and taxation. Students learn about PESTLE analysis, the main causes of the business cycle and factors affecting real income. Students also learn about how legislation impact on business operation. Students will learn about consumer protection, employee protection, environmental protection, competition policy and health & safety.</p> <p>Why now? the unit exposes student to the various external factors that affects business operation. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current business issues.</p>
Year 13	<p>Theme 4.2 Global Market & Business Expansion</p> <p>4.3 Global Marketing</p>		4.4 Global Industry & Companies (MNCs)	