**Curriculum Intent**

We intend to empower students to enter the world of work - whether as employees or employers - as confident individuals who can make informed decisions and take calculated risks. Critical thinking underpins discussion and feedback whilst enabling students to think in both a national and global context; we aim to build the future leaders of tomorrow. Year 12 lays a strong foundation covering the inter-relationship between business fundamentals. Year 13 then builds upon this to develop an appreciation of strategic and global business perspectives.

**Curriculum Implementation**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 12** | **BROAD** | Core content, knowledge and skills | **3.1 – What is business?**  3.1.1 Understanding the nature and purpose of business.  3.1.2 Understanding different business forms. | **3.1 – What is business?**  3.1.2 Understanding different business forms (cont.).  3.1.3 Understanding that businesses operate within an external environment.  **3.7 – Analysing the strategic position of a business**  3.7.1 Mission, corporate objectives, functional objectives and strategy  3.7.5 Analysing the external environment to assess opportunities and threats: economic change.  3.7.4 Analysing the external environment to assess opportunities and threats: political and legal change.  3.7.6 Analysing the external environment to assess opportunities and threats: social and technological change. | **3.4 – Operational Management**  3.4.1 Setting operational objectives.  3.4.2 Analysing operational performance.  3.4.3 Making operational decisions to improve performance: increasing efficiency and productivity.  3.4.4 Making operational decisions to improve performance: improving quality. | **3.4 – Operational Management**  3.4.5 Making operational decisions to improve performance: managing inventory and supply chains.  **3.5 – Financial Management**  3.5.1 Setting financial objectives.  3.5.2 Analysing financial performance. | **3.5 – Financial Management**  3.5.3 Making financial decisions: sources of finance.  3.5.4 Making financial decisions: improving cash flow and profits.  **3.7 – Analysing the strategic position of a business**  3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis. | **3.7 – Analysing the strategic position of a business**  3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis (cont.).  3.7.8 Analysing strategic options: investment appraisal. |
| **3.3 – Marketing Management**  3.3.1 Setting marketing objectives.  3.3.2 Understanding markets and customers. | **3.3 – Marketing Management**  3.3.2 Understanding markets and customers (cont.).  3.3.3 Making marketing decisions: segmentation, targeting and positioning.  3.3.4 Making marketing decisions: using the Marketing Mix | **3.2 – Managers, Leadership and Decision Making**  3.2.1 Understanding management, leadership and decision making.  3.2.2 Understanding management decision making  3.2.3 Understanding the role and importance of stakeholders. | **3.6 – Human Resources Management**  3.6.1 Setting human resource objectives.  3.6.2 Analysing human resource performance.  3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow | **3.6 – Human Resources Management**  3.6.4 Making human resource decisions: improving motivation and engagement.  3.6.5 Making human resource decisions: improving employer-employee relations. | **3.7 – Analysing the strategic position of a business**  3.7.7 Analysing the external environment to assess opportunities and threats: the competitive environment.  3.7.3 Analysing the external environment to assess opportunities and threats: overall performance. |
| **COHERENT** | Prior knowledge required to access this unit | No prior business knowledge.  GCSE mathematical skills: calculating percentages and percentage changes. | Prior unit 1 learning. In particular: mission statements, aims and objectives, and the hierarchy of objectives.  An appreciation of current affairs is particularly helpful for topics looking at the external environment.  GCSE mathematical skills: calculating percentages and percentage changes; interpreting data; adding/subtracting negative numbers; correlation. | The hierarchy of objectives.  An appreciation of manufacturing and production techniques is helpful.  GCSE mathematical skills: calculating percentages and percentage changes; interpreting data. | Prior unit 4 learning.  GCSE mathematical skills: calculating percentages and percentage changes; interpreting data. | GCSE mathematical skills: calculating percentages and percentage changes.  Prior unit 1 learning on private sector business forms; the role of share capital and shareholders.  Prior unit 2 learning.  An appreciation of current affairs is helpful for understanding employer-employee relations. | GCSE mathematical skills: calculating percentages and percentage changes.  Prior unit 1 learning on the role of shareholders and why they invest.  Prior unit 7 learning on the external environment and SWOT analysis. |
| **EMPOWERING** | Key vocabulary | **Topic specific (Tier 3) vocabulary:**  Students provided with glossaries.  **Most essential academic (Tier 2) vocabulary:**  Knowledge and understanding  Application  Analyse  Evaluate | | | | | |
| **CHALLENGING** | Super curricular recommendations | **Listening:** The Bottom Line; Business Daily; TED Business; FT Behind the Money; Working Hard, Hardly Working; This is Money Podcast; How I Built This; FT News Briefing.  **Watching:** Dirty Money (series on Netflix); Inside the Factory (BBC iPlayer); The Big Short (Netflix); Inside M&S (ITVX).  **Reading:** Business Review Magazine (students can request this resource at the Business Department Office); www.tutor2u.net. | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 13** | **BROAD** | Core content, knowledge and skills | **3.9 – Strategic Methods: How to Pursue Strategies**  3.9.1 Assessing a chance in scale. | **3.9 – Strategic Methods: How to Pursue Strategies**  3.9.3 Assessing globalisation and internationalisation.  3.9.2 Assessing innovation. | **3.9 – Strategic Methods: How to Pursue Strategies**  3.9.2 Assessing innovation (cont.).  3.9.4 Assessing greater use of digital technology. | Industry Investigations.  Revision and exams focus | Revision  Revision and exams focus | N/A |
| **3.8 – Choosing Strategic Direction**  3.8.1 Choosing strategic direction: choosing which markets to compete in and what products to offer.  3.8.2 Choosing how to compete. | **3.8 – Choosing Strategic Direction**  3.8.2 Choosing how to compete (cont.).  **3.10 – Managing Strategic Change**  3.10.1 Managing change.  3.10.2 Manging organisational culture. | **3.10 – Managing Strategic Change**  3.10.3 Manging strategic implementation.  3.10.4 Problems with strategy and why strategies fail. | **3.10 – Managing Strategic Change**  3.10.4 Problems with strategy and why strategies fail (cont.). | Revision | N/A |
| **COHERENT** | Prior knowledge required to access this unit | Everything students have learned to this point. | | | | | |
| **EMPOWERING** | Key vocabulary | **Topic specific (Tier 3) vocabulary:**  Students provided with glossaries.  **Most essential academic (Tier 2) vocabulary:**  Knowledge and understanding  Application  Analyse  Evaluate | | | | | |
| **CHALLENGING** | Super curricular recommendations | **Listening:** The Bottom Line; Business Daily; TED Business; FT Behind the Money; Working Hard, Hardly Working; This is Money Podcast; How I Built This; FT News Briefing.  **Watching:** Dirty Money (series on Netflix); Inside the Factory (BBC iPlayer); The Big Short (Netflix); Inside M&S (ITVX).  **Reading:** Business Review Magazine (Business office); www.tutor2u.net. | | | | | |