

Business Curriculum Intent



The impact of our Business Studies curriculum is to provide pupils with coherent knowledge and understanding of the world of commerce to develop enterprising and aspirational students with business acumen. We want to develop pupils' curiosities to know more about the way businesses are run. Studying Business helps students independent learning and research skills which will expose students to a wide range of business organisations, expanding their knowledge of the business environment. Furthermore, developing students' understanding of their contribution to the economy as both consumers and employees and how they can positively contribute to the success of the country's economy.

The intent is that the Curriculum goes beyond what is taught within lessons and although the priority is for all students to achieve the best examination results, we also develop skills including being able to use initiative, leadership skills and being able to articulate themselves clearly using Business vocabulary in front of an audience.

Ultimately, having studied Business Studies, a student will leave the course with the necessary skills needed to survive and thrive in the world of work, as a well-rounded individual who has the flexibility to make decisions, react to different situations, and understand that no two situations are the same.

Business Studies is universal and applies to everyone and therefore it is a curriculum that embraces diversity, inclusivity, and representative which prepares students for the dynamic and interconnected business world. From being part of a school to being members of clubs to being consumers to being workers to being self-employed/owning a business, everyone will engage with an enterprise throughout their life. Given the diverse nature of society, it is important that students are aware of the diverse needs of people, stakeholders, and enterprises themselves.

What Students Should Know and Be Able To Do

Entitled to Powerful Knowledge

All students who study Business Studies will gain all the skills, knowledge and characteristics needed to start-up and maintain a successful enterprise given any scenario. Students need to be able to think critically, weigh evidence, assess arguments, and develop a recommendation of how a business should react in certain situations. The knowledge is set out in such a way that it follows the life of a business from the embryonic idea to growing into a multi-national company.

At Key Stage 4, students will have the necessary substantive knowledge and skills of starting and running an enterprise for the first 5 years of the Enterprise's Life. For example, they will learn about the basic calculation of profit or the elements of the promotional mix. This will extend into knowing the methods and constraints of, growing an enterprise through decision making of the different functions of a business, e.g., how can profit help to grow the business, or how finance will affect the promotional mix. At Key Stage 5, students will revisit this core foundation knowledge to develop their disciplinary knowledge that will help to analyse the factors affecting an Enterprise and its functions. Students will then have the substantive and disciplinary knowledge to make the right decisions for the business in different scenarios, to make it more successful. An example of this would be knowing why Aldi have chosen a particular promotional mix and how it compares to M&S Food's promotional mix and furthermore, which one is more successful and why.

Throughout the 2 Key Stages students are entitled to learn and hone Business Numeracy into the understanding of running a business. They will be able to apply numeracy concepts through teaching business finance and producing financial document which will enable the students to make informed decisions. This not only includes calculating and interpreting data but also drawing and acting on any conclusions drawn from the information.

Knowledge is Diverse, Inclusive, and Representative

Opportunities are given for pupils to access real world examples and current events through reading and understanding of local, national, and international case studies. This helps to keep students engaged and informed and links directly to their learning and assessment. For example, Black Friday and Sports Direct strategic decisions to make sales as part of their promotional mix, feature prominently in the teaching of discounts. Furthermore, local enterprises, such as the school and Butlins as well as local independent fast-food places are used to highlight the differences in enterprise behaviour in terms of their promotional mix.

An awareness of how a business operates at a local, national, and international level is imperative to meet the intent of knowing how to grow a business. For example, Tesco will have different products available to different outlets depending on the cultural demographic of the area and country. An appreciation of this is imperative to the success of the curriculum.

The careful choice of case studies will also ensure the demographic inclusivity of an individual. This is to ensure that all “stakeholders are This is then further adapted for use of small local businesses and larger local businesses such as Butlins.

Where case studies are used, we ensure that they are of a diverse nature with diverse target markets that suit all student demographics, abilities and especially beliefs. These are also both locally and internationally.

Education With Character

Our Business Studies curriculum is designed not only to impart knowledge and skills related to the business world but also to develop students' characters. It will prepare students to thrive in a dynamic and changing world of work whilst maintaining and to not only develop the values in accordance with our Regis 10 but also reflect British values, skills, and characteristics. This extends to Business behaviour in terms of ethics, integrity, and honesty, which extends to being culturally aware of internationalisation.

The nature of our curriculum is designed to be challenging but attainable and therefore build resilience. This is further developed in our lessons through a culture of error to promote bounce-back-ability. from setbacks and failures as is needed in the world of commerce. No such activity, however, should be completed in isolation, so the curriculum also promotes teamwork and collaboration, not only with each other but with others from outside the classroom, i.e. there is encouragement to work with Technology students when they are designing products of how to target them to the right market.

Furthermore, it is our intent In Business Studies pupils will be required to consider the health, social, moral, and ethical issues surrounding business decisions and the impact that businesses can have on a wide range of stakeholders. Alongside the fundamental business analysis, students will be challenged to consider the ethical principles and moral issues that a business faces. This will fulfil our intent that the curriculum will develop well rounded entrepreneurs that will equip them with the tools to make the transition from school life to work life.

Our commitment to education with character extends beyond business knowledge. We aim to encourage students to not only attain well but contribute positively to society beyond school life. By integrating character education into our Business Studies curriculum, we prepare students to be ethical, adaptable, and compassionate citizens. This is done by balancing profit v Corporate Social Responsibility and how being ethical can mean less profit, but at the same time promote corporate responsibility and satisfy other stakeholders, i.e. The Body Shop is a smaller company than Maybelline but just as successful.

How Students Acquire This Knowledge

“The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way.”

Coherent Whole

Using the exam board’s curriculum as our foundation, we chronologically sequence the lessons to mirror that of an actual Entrepreneur starting out and then becoming successful in growing the business in terms of revenue, employees and locations. It allows us to meet the individual needs of the students as they can relate their learning to any given scenario that interests them. Each lesson builds on from the last in terms of the life of an Enterprise and as a result the knowledge and analytical skills are built cumulatively.

Knowledge is carefully sequenced to ensure hierarchical knowledge is developed sequentially with meaningful connections purposefully made to develop student’s schema. Example – e.g. in year 10 we look at target market and segmentation, which we then return and build on as different types of segments and how an enterprise uses the information in year 11, which is then further developed further in year 12 and 13 to incorporate how segmentation is interleaved with the 4 functions of a business. This approach ensures students develop flexible knowledge to think synoptically at the end of the curriculum and apply their knowledge to unfamiliar case studies.

There are themes that run through the curriculum both to do with subject knowledge and skills. These include, Finance, External Environment, Stakeholders, Target Market, Size of the business and Competition. These are taught and retrieved as and when needed through Do Now’s and discussion.

Skills that run throughout the curriculum are, Application, Analysis, Evaluation and Recommendation as well as Numeracy. These are built and developed through the deliberate practice of skill repetition using different case studies and exam questions. For example, 1 question will be asked to different case studies or multiple questions to the same case study.

Acquire and Apply

1. New knowledge will be learnt in small chunks, ensuring through CFU techniques it has been acquired. During the course, as and when needed, substantive knowledge is then retrieved and built on using a series of retrieval activities. Having gained the substantive knowledge, through the I-We-You cycle, disciplinary knowledge is then taught. Repetition with different case studies during Independent Practice, then allows the student to master both substantive and disciplinary knowledge.
2. Retrieval -
 - a. Do now’s are strategically planned so they are retrieved in the context of the lesson that it is required for. i.e. having taught costs and profit, the different types of cost (Fixed and Variable) will be “retrieved” through a Do Now, when it is time to teach Break Even and the different types of profit such as Gross, Operating and Net.

- b. Each element of the curriculum is interdependent, so references and connections are made verbally, through discussion using different oracy strategies. For example, students need to understand when teaching the 4 p's that it is dependent on a target market so questions like "*what is a target market?*" or "*what is segmentation?*" will be asked to make those connections. These will then be solidified in the independent practice stage where students have to evaluate and explain.
 - c. Repetition and revisiting also helps to commit knowledge to long-term memory as it is learnt. Furthermore, revisiting topics to hone and develop skills also provides an opportunity to identify gaps in either knowledge or skill and can therefore address any misconceptions.
- 3. Independent tasks are usually exam based, using past exam papers, but questions are added, and case studies are varied to ensure the connections are committed to long-term memory. The skill of application is taught throughout the course during independent tasks and model application of knowledge by provide a wide range of opportunities by varying examples to incorporate different scenarios. For example, will look at why a business may decide to invest in a piece of technology whereas it may be right for a competitor to not invest. By doing this, the skill of application is practiced and mastered as the knowledge does not change, but the decision at the end of the analysis will do depending on the scenario. This high level of practice ensures students deepen their understanding and ability to apply the concepts to new situations.

Adapt and Improve

Adapt what is taught: Teachers adapt the curriculum to meet the needs of individual classes. There are three main ways we do this:

- 1. The world of commerce is continually changing, and our case studies should reflect this. The curriculum is adapted to update and include relevant case studies, including, when relevant, news on the day or week of the lesson.
- 2. When students do not have the cultural capital to access a case study the teachers must teach the required knowledge first. For example, if students have not been on holiday before, the teacher would need to teach about holidays to enable the students to understand a travel agency case study.
- 3. Teachers adapt the 'what' if students are finding a concept challenging and additional case studies would better exemplify the content. Teachers may add additional examples and case studies to demonstrate the concept in a wider range of contexts to support student understanding.

Adapt when it is taught: Our curriculum is carefully sequenced so that knowledge builds in a clear and coherent manner and follows the life of a business. However, teachers have autonomy over how to maximise the impact this has for their class. For example, if a teacher has assessed that students have a common misconception, they must then adjust their lessons to address the misconceptions. Misconceptions can be identified through strategic summative assessments, using Question Level Analysis and more operationally through Checking For Understanding using mini whiteboards and oracy. The curriculum is designed to allow this freedom and if it is not needed the extra time is then spent on disciplinary knowledge and skills.

Adapt how it is taught: All lessons follow the blueprint “I-We-You” structure ensuring commonality between the different classes. Teachers have access to a “shell” lesson which is then adapted, whilst maintaining the Rosenshine Principals to suit the individuals in the class.

Improve: The curriculum is regularly discussed, and the use of reflection helps to shape the future of the curriculum. This is completed in the Summer Term 2 to allow opportunities to make changes if necessary, in order to be September Ready.