

# Marshland Curriculum Overview 2023-2024

## Business

### Curriculum Intent

GCSE Business at KS4 enables learners to know and understand business concepts, terminology, objectives, the integrated nature of business activity and the impact on individuals and wider society. Students apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. They learn to develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed decisions and solve problems. They will be able to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds, using a critical approach to make informed judgements. Students investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding, applying quantitative skills including using and interpreting data.

### How does our curriculum build upon previous learning?

<b>KS3</b>	<p>The national KS2 curriculum covers basic knowledge through maths skills to calculate items such as net profit, total revenue and total costs. In PSHE students are taught budgeting which is a good foundation for business planning in KS4. In Maths, students are taught the basics of ratio, which links to net and gross profit margins, and percentages, which feed into business studies. Y9 history covers the industrial revolution, setting up factories and automated processes.</p>
<b>KS4</b>	<p>Although the knowledge taught in KS4 is largely linked to the exam specification, it still builds within the Big Idea strands. Students develop their knowledge of business, product, consumer and globalisation themes, making links to economic, social and environmental aspects. Students gain an understanding of how the world is an unequal place and how business can help impoverished countries by moving production and capital around the globe.</p>

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
<p>Students use their knowledge and skills in a variety of activities within their lessons:</p> <ul style="list-style-type: none"> <li>● Questions</li> <li>● Tarsias</li> <li>● Extended writing tasks</li> <li>● Mathematical calculation questions</li> <li>● Using resources</li> <li>● Carrying out research</li> <li>● Designing business plans</li> <li>● Analysing data from tables</li> <li>● Drawing a variety of graphs</li> <li>● Analysing data from graphs</li> <li>● Forming conclusions &amp; evaluations</li> <li>● Problem solving</li> </ul>	<p>Securing knowledge in long term memory is the vital goal of our course, in fact, it is by our definition, learning. Some examples of how we achieve this are listed below. It is crucial to note that this is not a tick list and not all of these (or perhaps any of them) will be observed in a given lesson. Business teachers will use these, as appropriate, to the context of what they are teaching.</p> <ul style="list-style-type: none"> <li>● Quizzing for memory retrieval practice, both in lessons and as homework</li> <li>● Increasing storage strength by slowly removing scaffolding, interleaving questions from different topics and asking questions of incrementing demand</li> <li>● Targeted questioning in class that supports pupils in engaging in retrieval practice</li> <li>● Spaced practice lessons that are designed to check prior understanding and address gaps that arise</li> </ul>

### How does our curriculum align to the national curriculum?

Our curriculum deepens pupils' understanding of business, finance and the environment in which they operate. They will experience and evaluate different ways that business and suppliers can act together to contribute to a partnership where they each can make profit and survive. GCSE business shows in more depth how entrepreneurs develop an idea into a working enterprise.

Business studies investigates:

- forms of ownership, both with liability and no liability in the United Kingdom
- local, regional and international business and the relations with the rest of world
- Ethics, considering the environment and sustainability

### How do we check student understanding and monitor progress?

- retrieval quizzing and low stakes testing
- formative and summative assessments to put knowledge into action, working on structure (scaffolding used initially) and progress enabling cumulative knowledge
- questioning, using application examples to develop and consolidate understanding.
- analysing current news to encourage students to become more aware of the news, locally, nationally and internationally, making links to topics already covered

\* Business Studies as a distinct topic is taught from Y10 as an option

### Curriculum sequencing

Year	Autumn	Spring	Summer
<b>10</b>	<ul style="list-style-type: none"> <li>● The role of business enterprise and entrepreneurship</li> <li>● Business planning</li> <li>● Revenue, costs, profit and loss</li> <li>● The concept of revenue, costs and profit and loss in business and their importance in business decision-making</li> <li>● Business ownership</li> <li>● Business aims and objectives</li> <li>● Stakeholders in business</li> <li>● Business growth</li> <li>● The role of marketing</li> </ul>	<ul style="list-style-type: none"> <li>● The role of marketing</li> <li>● Market research</li> <li>● Market segmentation</li> <li>● The marketing mix</li> <li>● The role of human resources</li> <li>● Organisational structures and different ways of working</li> </ul>	<ul style="list-style-type: none"> <li>● Communication in business</li> <li>● Recruitment and selection</li> <li>● Motivation and retention</li> <li>● Training and development</li> <li>● Employment law</li> <li>● Production processes</li> <li>● Quality of goods and services</li> <li>● Revision and catch up for Mock exams</li> </ul>

## Curriculum sequencing

Year	Autumn	Spring	Summer
<b>11</b>	<ul style="list-style-type: none"> <li>● The sales process and customer service</li> <li>● Consumer law</li> <li>● Business location</li> <li>● Working with suppliers</li> <li>● The role of the finance function</li> <li>● Sources of finance</li> </ul>	<ul style="list-style-type: none"> <li>● Revenue, costs, profit and loss</li> <li>● Break-even</li> <li>● Cash and cash flow</li> <li>● Ethical and environmental considerations</li> <li>● The economic climate</li> </ul>	<ul style="list-style-type: none"> <li>● Globalisation</li> <li>● The concept of globalisation</li> <li>● The impact of globalisation on businesses</li> <li>● The interdependent nature of business</li> </ul>
<b>Rationale for this sequencing</b>	<p>Sequences are designed not only to cover course content but to also ensure students have the knowledge they need to access new material. For example, covering cost and revenue early in the course then again in Y11 in Unit 5. The sequencing is designed to foreground the core concepts that underpin the study of business one at a time to allow for a developed and thorough understanding, whilst forming a broad picture of how the concepts interact together. They work from basics about ownership and their pros and cons, through how each ownership type is influenced and applied in a business concept. Students are able to explore GCSE business ideas more independently, forming personal interpretations. These concepts are explored through exemplifying texts that students then investigate elements in their study so they learn directly through the information and their personal experience, building up the ability to understand entrepreneurship in a range of styles, forms and purposes.</p>		

### How does our curriculum prepare students for the transition to post-16 pathways?

Many Marshland students progress on to business related courses, moving on to sixth form and college courses. GCSE knowledge and skills are directly built upon in KS5. Students develop their skills as entrepreneurs and research activities that will be needed at higher education. Our curriculum has enabled students to develop literacy, analytical, numeracy and social skills, all valuable for post-16 business, but also for all subjects taken beyond Marshland.

Some students attend college and complete courses in business studies and economics. The foundation knowledge in business supports both their understanding and their ability to analyse and evaluate, helping them progress in these courses.