



Sapere Aude



Business Studies Curriculum

Intent

Curriculum Vision

Students at The Bishop of Winchester Academy should study Business Studies because it gives them the opportunity to explore and analyse the impact of marketing campaigns on themselves and their families. They study the concepts of how, they, as individuals can be perceived by businesses as part of a group or segment and the impact that has on the way different enterprises approach pitching a product. This Business Studies curriculum also enables students to understand how to make informed decisions based on financial calculations. Students' curiosity is nurtured to reflect on a wide range of themes across social, ethical, and moral issues as well as explore the impact of these on the ever-changing economic landscape to broaden their cultural capital and empower them to make informed choices as a consumer.

It is the intent through the Business Studies curriculum to ensure that students experience similar events as they would do in their adult lives; this is achieved through providing opportunities to successfully manage a project, using a logical and organised approach to set out what they want to achieve. They will learn to be critical of marketing campaigns what is needed to set up a successful enterprise. Business Studies enables students to have both a knowledge-rich curriculum of the world of business, it also significantly improves their understanding of real-world finances and the range of different financial options open to them. This curriculum gives them the confidence so they can apply their knowledge to succeed in the workplace, or as an entrepreneur and have the study skills to continue learning on higher education courses and throughout their career.

Concepts and Skills

The overarching concepts for Business Studies are:

- Business ownership & management – What factors to consider when starting up a new enterprise
- Legal aspects – What legislation & ownership types impact on financial matters
- Product development - How businesses develop their products
- Business finances – What makes a product or service financially viable
- Branding, sales & marketing – How to target a market

- Customer service & relations – What is needed to attract & retain customers
- Business operation systems & processes -Why different functional activities are needed to support a new business

The overarching skills we aim to develop in Business Studies are:

- **Demonstrate the skills to design a business proposal to meet a specific business challenge:** the ability to identify customer profile, complete market research & develop a design proposal, as well as review its viability.
- **Develop the skills to create a brand identity and promotional plan for a specific business product proposal:** the ability to develop a brand identity & promotional plan, including both planning and presenting a pitch to an audience.
- **Demonstrate the skills to successfully manage a project by using a logical and organised approach to set out what is to be achieved:** the ability to project plan in a business setting and adhere to timelines using a range of business based project management tools.
- **Demonstrate the financial skills for business and real-world settings:** the ability to calculate costs & revenue of goods/services, including break-even point to manage profit and loss.
- **Demonstrate command of a substantial body of detailed knowledge of the business industry:** the ability to recall accurate information that is context specific, with a sound understanding of enterprise and marketing concepts and appreciating the impact of changing social, ethical and economic issues on businesses .
- **Demonstrate the ability to use critical thinking and problem-solving skills in a business context:** the ability to explore multiple business scenarios and analyse them in order to evaluate market growth against competitors, product viability and financial implications.

Vocabulary

Year 9: Break-even point, Business (plan & proposal), Cash flow, Focus group, Franchise, Liability, Logistics, Marketing, Pitch, Revenue, Market research (secondary & primary), Market segmentation, Sole trader, Target group, Unique Selling Point.

Year 10 & 11: Demographics, Psychographics, Socio economic group, Quantitative Research, Qualitative Research, Extension strategies, Economic manufacture, Aesthetics, Price skimming, Psychological pricing, Price penetration, Franchise, Crowdfunding, Entrepreneur, Prototype.

Year 12 & 13 (Single & Double Award): Economy, Bureaucracy, Austerity, Fiscal, Outsource, Marketing mix, Bankrupt, Overdraft, Premiums, Fraud, Asset, Commission, Opening inventory, Residual value, Millennials.

Year 12 & 13 (Double Award): Social enterprise, Networking, Contingency plan, Commodity, Recession, Depreciation, Peripheral workers, Tender, Attrition, Redundancy, Ombudsman, Liquidate, Dividend, Caveat.

Homework

All students in years 9-11 have Knowledge Organisers as part of their homework in Business Studies. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes *Do Now's* at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple-choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'

Students in year 9 also have additional homework in Business Studies. This will usually be two pieces set a fortnight that focus on creative development for business proposals, research-based assignments or assessment-based practice to develop mastery of key concepts.

Students in years 10 and 11 have additional homework in all subjects. This will usually be two pieces

set a fortnight that focus on creative development for product lifecycle & business plans, research-based assignments such as market research or question-based practice to develop mastery of key concepts in addition to practice for Enterprise and Marketing examined unit R064.

Homework helps our students achieve mastery in Business Studies. Students who need extra support to achieve mastery are supported by our 10:10 programme in Business Studies and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in Business Studies is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Tailored intervention from our team is put in place to support those who require it to master essential vocabulary and key concepts. This informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes



strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Business Studies through the Frayer Model and students are taught to read, write and speak like a business professional. Technology is employed through computer use for internet research, online quizzes, presentations & You Tube educational based video content. Collaborative software (such as Teams) to aid business challenge development & project management as well as software applications such as Excel to manipulate financial figures in various scenarios to strengthen learning. In Business Studies students benefit from learning a range of enterprise and marketing concepts to effectively prepare for the practical application to business challenge scenarios. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

Impact

Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to design a business proposal & engage in the market research process. They will have developed a deep knowledge of the key factors of what to consider when starting up a business and be able to apply this to conceptualising a brand, developing a USP & promoting a product. Students develop all the Lapps but especially their creativity and awareness through product development, business planning & targeting a market. Students have an introduction to the disciplinary literacy required to be able to communicate like a business professional, they will develop their oracy skills by presenting a pitch and all opportunities to develop numeracy are fully exploited in context, such as using financial formulas in a real-world context. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of targeting a market & what makes a product financially viable. Through developing their knowledge of brand identify and the product lifecycle, they are able to create a brand identity, a promotional plan and write a business proposal. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Their progress in Business Studies is recognised through their GCSE/BTEC entry, which acts as a

benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.