






CURRICULUM MAP

Copleston High School



Autumn Term	Spring Term	Summer Term
Content / Sequencing		
<p>Introduction to GCSE Business Business case studies:</p> <ul style="list-style-type: none"> Netflix Jaguar Land Rover Google Royal Mail Apple Tesco Instagram 	<p>1.1 Enterprise and entrepreneurship</p> <ul style="list-style-type: none"> Introduction to Theme 1 1.1.1 The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise <p>1.2 Spotting a business opportunity</p> <ul style="list-style-type: none"> 1.2.1 Customer needs 1.2.2 Market research 	<p>1.2 Spotting a business opportunity</p> <ul style="list-style-type: none"> 1.2.3 Market segmentation 1.2.4 The competitive environment <p>1.3 Putting a business idea into practice</p> <ul style="list-style-type: none"> 1.3.1 Business aims and objectives 1.3.2 Business revenues, costs and profit 1.3.3 Cash and cash-flow 1.3.4 Sources of business finance 
Skills		
<p>The primary focus in this introductory unit is to develop Knowledge and starting to understand the importance of application. The businesses selected are done so to introduce students to specific key terms, which are detailed below in Key questions.</p>	<p>Students will develop an understanding of small businesses and why businesses are started.</p> <p>Students will develop application skills in reading relevant examples of real-life businesses, both small and large.</p> <p>Students will be able to begin to analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p>	<p>Students will begin understanding the financial elements of businesses, such as revenue, profit and cash flow.</p> <p>Students will develop application skills in applying numerical expertise and problem solving to real and fictional business examples.</p> <p>Students will be able to begin to analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p> <p>Students will start to evaluate business decisions, considering both the positive and negative sides of a decision.</p>
Key questions		
<p><i>How have Netflix used innovation in technology to attract their target audience?</i></p> <p><i>How does Jaguar Land Rover differentiate themselves in a competitive car market?</i></p> <p><i>What is globalisation in business?</i></p> <p><i>How does Google motivate their employees, both financially and non-financially?</i></p> <p><i>How has Google benefitted from acquiring existing businesses in growing their company?</i></p> <p><i>How has effective, visionary leadership allowed Apple to become a global brand?</i></p> <p><i>How important is competition in determining the decisions Tesco make?</i></p> <p><i>How did Instagram's rapid growth both benefit and disadvantage them?</i></p>	<p><i>What is a small business?</i></p> <p><i>How do new business ideas come about?</i></p> <p><i>What impact does new technology have on existing products and the ability to create new products?</i></p> <p><i>How are new ideas developed by entrepreneurs?</i></p> <p><i>What are the risks and rewards involved in setting up and running a business?</i></p> <p><i>What is an entrepreneur? What do they do and what characteristics must they possess?</i></p> <p><i>What is the purpose of business?</i></p> <p><i>What are typical customer needs and how can a business ensure that they are met?</i></p> <p><i>What is the purpose of market research?</i></p> <p><i>What are the benefits of carrying out primary and secondary market research?</i></p> <p><i>How can a business use both qualitative and quantitative data to make decisions?</i></p>	<p><i>How can a business divide their customers into smaller groups?</i></p> <p><i>Can market mapping be used to identify gaps in a market?</i></p> <p><i>What impact does competition have on a company?</i></p> <p><i>How can a SWOT analysis be used to identify strengths, weaknesses, opportunities and threats to a company?</i></p> <p><i>Why is setting clear aims and objectives crucial to a business having success?</i></p> <p><i>What are the likely financial and non-financial objectives a business would set?</i></p> <p><i>What are the sources of revenue for a business?</i></p> <p><i>What fixed and variable costs will a variety of different businesses likely have to pay?</i></p> <p><i>What is the difference between cash and profit?</i></p> <p><i>Why is cash essential to the short-term survival of a business?</i></p> <p><i>Which internal and external sources of finance are most suitable for businesses, based on their circumstances,</i></p>

SEND Provision

Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (BLT) to assist with students with writing difficulties. Seating plans are in place for every KS4 group and amended whenever required.

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Assessment

Assessment 1 (Netflix, JLR, Google)
Assessment 2 (Royal Mail, Tesco, Apple, Instagram)

These assessments are all knowledge based with some introduction to creating "links" which will be needed when formal exam assessment starts.

Assessment 3 (1.1)

This assessment takes place post Feb-half term to allow students to focus on specification content to a level where they can access exam questions. Primary focus on developing links through 3 mark questions.

Assessment 4 (1.1, 1.2)
Assessment 5 (1.3)

Further development of exam technique, introducing 6 and 9 mark questions and more of a focus on the application skill.

Memory for Learning

In the first term the focus is on recapping recent content, through starter quizzes and linked concepts between topics.

Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.

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Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.

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Literacy

Extended reading and writing is introduced, with the focus being on using and understanding key business terminology.

Key terminology focus introduced with a dedicated key word glossary booklet that students complete throughout the course.

Every topic has an extended reading task, including a case study which replicates the experience students get in an exam setting.

Key terminology is a heavy focus with a dedicated key word glossary booklet that students complete throughout the course.

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Numeracy

Concepts introduced during this unit include:
Percentage change
Calculation of market share
Interpreting tables / graphs
Interpreting financial data

Concepts introduced during this unit include:
Financial risk
Quantitative data in market research
Interpreting statistics and data

Concepts introduced in this unit include:
Interpretation of market data
Interpretation of financial data
Calculation of revenue, costs and profit
Calculation of cash flows and net cash flow
Calculation of interest

Character development

Creativity in car design and supermarket design tasks
Cultural awareness of analysing markets and trends within different organisations

Creativity in coming up with business ideas
Analysis and consideration of risk when determining risk and reward of potential decisions
Communication skills in understanding the roles and characteristics of entrepreneurs
The focus on characteristics of entrepreneurs provides a blueprint for character development that must be demonstrated in order to be a successful business leader

Critical thinking in assessing quantitative data
Decision making in analysing and recommending business decisions
Creativity in identifying areas for creating potential revenues or cost savings

Equality and diversity opportunities





<p>Focus on differing customer needs and gender/age/income differences within different markets: Focus on income (high v low) in car and grocery markets Focus on different genders and ethnicity in Google and Instagram – focus on technology and social media</p>	<p>Gender and differences in gender and trends are covered in market research and customer needs Most new entrepreneurs are male, so there is a focus on demonstrating positive female business role models</p>	<p>In market segmentation, there is a focus on splitting a range of customers into different demographic groups including: age, gender, sexuality, ethnicity. This prompts discussion about differing customer needs and targeting products to the right audience, being aware of differences in cultures.</p>
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Homework / Independent Learning

<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson. Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson. Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson. Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p>
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Careers / Information and Guidance links

<p>Examples of entrepreneurs globally in this unit demonstrate the job roles available within a variety of industries. In motivation, there is coverage of motivators, in particular financial and non-financial.</p>	<p>Focus on employability with skills and characteristics covered in entrepreneurial skills. Examples throughout of small, localised businesses demonstrating pathways available for business students.</p>	<p>Accountancy focus introduced when moving into 1.3 unit and financial unit. Identification of numerical / quantitative skill with recommendation to attend careers talks from accountancy firms.</p>
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Autumn Term	Spring Term		Summer Term
Content / Sequencing			
<p>1.4 Making the business effective</p> <ul style="list-style-type: none"> 1.4.1 The options for start up and small businesses 1.4.2 Business location 1.4.3 The marketing mix 1.4.4 Business plans <p>1.5 Understanding external influences on business</p> <ul style="list-style-type: none"> 1.5.1 Business stakeholders 1.5.2 Technology and business 	<p>1.5 Understanding external influences on business</p> <ul style="list-style-type: none"> 1.5.3 Legislation and business 1.5.4 The economy and business 1.5.5 External influences <p>2.1 Growing the business</p> <ul style="list-style-type: none"> 2.1.1 Business growth 2.1.2 Changes in business aims and objectives 2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business  	<p>2.2 Making marketing decisions</p> <ul style="list-style-type: none"> 2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisions 	
Skills			
<p>By this stage, students should be familiar with the key skills of knowledge, application, analysis and evaluation. Students will develop application skills in applying the business plan and marketing mix concepts to real examples. Students will be analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p> <p>Students will be able to evaluate business decisions, considering both the positive and negative sides of a decision, such as whether technology has had a positive or negative impact on a business.</p>	<p>By this stage, students should be familiar with the key skills of knowledge, application, analysis and evaluation. Students will develop application skills in applying the different economic factors and influences to real life business examples. Students will be analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p> <p>Students will be able to evaluate business decisions, considering both the positive and negative sides of a decision, such as whether a business should behave ethically or in the pursuit of profit – or whether these two conflicting objectives can be both met.</p>	<p>By this stage, students should be familiar with the key skills of knowledge, application, analysis and evaluation. Students will develop application skills in applying the marketing mix to real business examples such as Ferrari. Students will be analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p> <p>Students will be able to evaluate business decisions, considering how the marketing mix is different for each individual business.</p>	
Key questions			
<p><i>Which forms of business are most suitable for people setting up a business: sole trader, partnership or private limited company?</i></p> <p><i>Why is limited liability essential if a new business has financial risk?</i></p> <p><i>What are the benefits of franchising rather than starting a new brand?</i></p> <p><i>Which factors influence where a business locates their operations and stores?</i></p> <p><i>How much of an impact has e-commerce and the online market had on competition and location decisions?</i></p> <p><i>Which of the elements of the marketing mix are most important to specific businesses?</i></p> <p><i>For what reason would an entrepreneur need an effective business plan?</i></p> <p><i>Who are the different business stakeholders and what individual and collective objectives do they have?</i></p>	<p><i>What impact does a change in legislation have on a business?</i></p> <p><i>What is the purpose of consumer and employee law?</i></p> <p><i>How does a country measure its economic growth?</i></p> <p><i>Why does the government collect tax and what is tax revenue spent on?</i></p> <p><i>How much of an impact does inflation have on individual consumers as well as on businesses?</i></p> <p><i>Do businesses or individuals want higher or lower interest rates? What is the impact of changes in interest rates on saving and spending?</i></p> <p><i>Does a company that imports goods or exports goods desire a stronger or weaker pound?</i></p> <p><i>How do businesses grow? What changes for an organisation when they go through extended growth?</i></p> <p><i>As a business grows, how should their aims and objectives change?</i></p>	<p><i>Which elements of the design mix are prioritised by different businesses, depending on their focus of competitive advantage?</i></p> <p><i>Why is the product life cycle so important in determining a business' next decision?</i></p> <p><i>Which pricing strategy is appropriate for products with different levels of differentiation / brand identity?</i></p> <p><i>How many alternative methods of promotion are available for businesses and what are the benefits and drawbacks of each?</i></p> <p><i>How do businesses distribute their products to consumers?</i></p> <p><i>What impact has e-commerce had on the distribution channels of multiple organisations?</i></p> <p><i>How can the individual elements of the marketing mix influence the other elements of the marketing mix?</i></p>	

<p><i>What is the impact of the following technologies on business? E-commerce, social media, digital communication and payment systems</i></p>	<p><i>What does globalisation look like in different countries? How can a business seek to capitalise in economic growth in other areas? What constitutes ethical business behaviour? What is the trade off between ethics and profit?</i></p>	
SEND Provision		
<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (BLT) to assist with students with writing difficulties. Seating plans are in place for every KS4 group and amended whenever required.</p>	<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (BLT) to assist with students with writing difficulties. Seating plans are in place for every KS4 group and amended whenever required.</p>	<p>Students who need tailored resources / assessment arrangements are provided these at every opportunity. Exam technique is supportive through clear, scaffolded structures (BLT) to assist with students with writing difficulties. Seating plans are in place for every KS4 group and amended whenever required. At this stage, Access Arrangements testing and procedures will be put in place for students approaching the mock exam to ensure they are being correctly supported.</p>
Assessment		
<p>Assessment 6 (1.2, 1.3) Assessment 7 (1.4, 1.5)</p> <p>The first assessment is a recap of Year 9 late content, particularly the financial elements, as well as some early Year 10 content. This will focus on numerical questions (2 markers). The latter assessment will continue development of extended writing essay based questions.</p>	<p>Informal mock exam (January, Paper 1) Assessment 8 (Section C)</p> <p>Students are given a full mock exam to do as a homework task which we then go through in class. The last section of a paper (Section C) is the structure of Assessment 8, giving students an introduction into full exam structure.</p>	<p>Assessment 9 (Paper 1 Formal Mock Exam) Assessment 10 (2.1, 2.2)</p> <p>Students sit their first full mock paper, which is a Paper 1 as by this point we will have covered all Theme 1 content. Assessment 10 allows students the opportunity to reflect on mock performance and make amendments to their exam technique based on feedback.</p>
Memory for Learning		
<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology. Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills. For weeks without homeworks, a bank of interleaving homeworks is available to encourage students to go back to Year 9 content. The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>	<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology. Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills. For weeks without homeworks, a bank of interleaving homeworks is available to encourage students to go back to Year 9 content. The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>	<p>Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology. Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills. For weeks without homeworks, a bank of interleaving homeworks is available to encourage students to go back to Year 9 content. The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>
Literacy		
<p>Extended reading and writing is introduced, with the focus being on using and understanding key business terminology. Key terminology focus introduced with a dedicated key word glossary booklet that students complete throughout the course.</p>	<p>Every topic has an extended reading task, including a case study which replicates the experience students get in an exam setting. Key terminology is a heavy focus with a dedicated key word glossary booklet that students complete throughout the course.</p>	<p>Every topic has an extended reading task, including a case study which replicates the experience students get in an exam setting. Key terminology is a heavy focus with a dedicated key word glossary booklet that students complete throughout the course.</p>

Numeracy

<p>Concepts introduced during this unit include: Interpreting financial data in business plans</p>	<p>Concepts introduced during this unit include: Interest rate calculations Interest payment calculations Interpreting data from economic diagrams Calculating exchange rates and currency exchanges Interpreting economic data from different countries</p>	<p>Concepts introduced in this unit include: Interpretation of market data Calculation and interpretation of pricing decisions</p>
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Character development

<p>Creativity in making marketing decisions Critical thinking in assessing the impact of technology and other external factors on a business Communication through communicating with stakeholders and potential lenders in a business plan</p>	<p>Critical thinking in analysing economic figures and making decisions based on information gathered Ethical considerations in analysing government decisions when economic factors require decision making Ethical considerations in studying ethics and the trade off between ethics and profits.</p>	<p>Critical thinking in assessing quantitative data Decision making in analysing and recommending business decisions Creativity in identifying areas for creating potential revenues or cost savings</p>
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Equality and diversity opportunities



<p>The marketing mix includes a focus on how different products can be adapted for differing consumer needs, including products made specifically for different genders, but also how promotional tactics differ. Stakeholders includes a focus on shareholders and investors, and aims to raise awareness to students of female leadership within organisations.</p>	<p>Legislation focus on equal pay and equal rights for workers, as well as anti-discrimination. Globalisation also focuses on diverse communities within the business world, including the differences between cultures. Of all of the course, this is arguably the area with the most specific focus on equality and diversity.</p>	<p>In studying the marketing mix, students study how businesses target products to a range of consumers in different ways, including building upon the first term of Year 10. There is also a focus on splitting a range of customers into different demographic groups including: age, gender, sexuality, ethnicity. This prompts discussion about differing customer needs and targeting products to the right audience, being aware of differences in cultures.</p>
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Homework / Independent Learning

<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p> <p>The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p> <p>The biggest homework task in this unit is the mock exam preparing for the formal mock assessment, where students must complete a full exam paper to gain experience and understanding of the structure of a full exam.</p> <p>The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p> <p>Students are encouraged to revisit their mock exam and repeat certain questions where they could make improvements.</p> <p>The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>
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Careers / Information and Guidance links

<p>Business plans are relevant in any business industry, with the focus being on how they can help an entrepreneur stay organised.</p> <p>Impact of technology on recruitment and job design / careers within technology</p>	<p>Looking at how the economy affected employability during times of economic growth and recession. There is also a focus on how globalisation has led to certain careers becoming more or less popular in the UK.</p>	<p>Focus on marketing roles within organisations, with an emphasis on potential degree level qualifications that could be obtained in specialising in marketing.</p>
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Autumn Term	Spring Term	Summer Term
Content / Sequencing		
<p>2.3 Making operational decisions</p> <ul style="list-style-type: none"> 2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process <p>2.4 Making financial decisions</p> <ul style="list-style-type: none"> 2.4.1 Business calculations 2.4.2 Understanding business performance 	<p>2.5 Making human resource decisions</p> <ul style="list-style-type: none"> 2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development 2.5.4 Motivation <p>Preparation for examinations including a recap of key Theme 1 topics</p> <p>Exam structures</p> 	<p>Preparation for final examinations, including a recap of key Theme 1 and 2 topics identified by student voice</p> <p>Exam structures</p> <p>Students finish at May Half Term</p>
Skills		
<p>By this stage, students should be familiar with the key skills of knowledge, application, analysis and evaluation. Students will develop application skills in applying the business plan and marketing mix concepts to real examples. Students will be analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p> <p>Students will be able to evaluate business decisions, considering both the positive and negative sides of a decision, such as whether technology has had a positive or negative impact on a business.</p>	<p>By this stage, students should be familiar with the key skills of knowledge, application, analysis and evaluation. Students will develop application skills in applying the different economic factors and influences to real life business examples. Students will be analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p> <p>Students will be able to evaluate business decisions, considering both the positive and negative sides of a decision, such as whether a business should behave ethically or in the pursuit of profit – or whether these two conflicting objectives can be both met.</p>	<p>By this stage, students should be familiar with the key skills of knowledge, application, analysis and evaluation. Students will develop application skills in applying the marketing mix to real business examples such as Ferrari. Students will be analyse content through creating links between points – what effect does a decision have on a business? What does a decision or factor lead to for a company?</p> <p>Students will be able to evaluate business decisions, considering various different concepts of the course.</p>
Key questions		
<p><i>How do businesses produce goods and services? Which different methods of production are suitable for different products? How can a business ensure productivity and efficiency in operations? Why is effective stock management important to a business? What is procurement and what impact does it have on a business getting effective quality? How much of an impact do logistics in delivery have on consumer satisfaction? How does a business measure quality? What are the steps of the sales process? How does a business measure its financial success? How can graphs, data and charts be used by a business to analyse performance and make business decisions?</i></p>	<p><i>Which organisational structures are appropriate for different businesses? What are the differences between a centralised and decentralised business structure? What impact can effective communication have on an organisation? How can a business build a flexible workforce through part/full/temporary/permanent workers? What are the key job roles in an organisation and how do their responsibilities differ? What options are available for a business to train and develop employees? How does a motivated workforce impact on productivity in an organisation? How can a business use financial and non-financial incentives to attract employees to an organisation?</i></p>	<p><i>No new content covered in this term</i></p>

SEND Provision

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Assessment

Assessment 11 (2.2, 2.3)
Assessment 12 (Paper 1 Formal Mock Exam)

The first assessment is a recap of Year 10 late content, specifically focusing on exam technique and structure ahead of the first formal mock assessment.
The formal mock assessment is the second and final attempt of a Paper 1 exam paper, which covers Theme 1 content. This is spaced later in the course to allow for students to assess their memory of a prior studied theme.

Informal mock exam (January, Paper 2)
Assessment 13 (Paper 2 Formal Mock Exam)
Assessment 14 (2.4, 2.5)

Students are given a Paper 2 paper to work through independently at home, similar to this time of Year 10. As a class, we go through this assessment and model the answers and discuss technique.
Assessment 13 is the first attempt at a Paper 2 exam, which covers Theme 2. Students will still be studying this content so questions will be carefully selected.
Assessment 14 happens late before the final assessment, in a final assessment focusing on late course content and primarily on exam technique, and addressing any issues that arose in the prior mock exam.

Assessment 15 (Paper 2 Walkthrough Mock)

The final assessment is a walkthrough mock of a Paper 2 paper, where students will receive support and advice in using extracts to support answers and writing exemplar answers with support. This is placed just prior to the examination period so good habits are embedded and reminded just before the exam series.

Memory for Learning

Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.
Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.
For weeks without homeworks, a bank of interleaving homeworks is available to encourage students to go back to Year 9 and 10 content.7

The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.

Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.
Starters in tasks are often memory for learning focused with students recapping prior content, in particular numerical skills.
For weeks without homeworks, a bank of interleaving homeworks is available to encourage students to go back to Year 9 and 10 content.

The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.

Quizlet quizzes are provided for memory for learning interleaving, focusing on key terminology.
Lessons this term are based around memory for learning, with students carrying out student voice to determine weaker subjects, which are recapped using a combination of memory for learning techniques and practice exam questions.

The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.

Literacy

Extended reading and writing is introduced, with the focus being on using and understanding key business terminology.
Key terminology focus introduced with a dedicated key word glossary booklet that students complete throughout the course.

Every topic has an extended reading task, including a case study which replicates the experience students get in an exam setting.
Key terminology is a heavy focus with a dedicated key word glossary booklet that students complete throughout the course.

High focus on case studies which replicates the experience students get in an exam setting.
Key terminology is a heavy focus with a dedicated key word glossary booklet that students complete throughout the course, focusing on retrieval

Numeracy

<p>Concepts introduced during this unit include: Calculation of gross profit and net profit Calculation of gross profit margin and net profit margin Calculation of average rate of return Interpretation of business calculations and financial performance</p>	<p>Concepts introduced during this unit include: Interpretation of labour statistics Quantifiable motivation (financial motivators)</p>	<p>Through this term students will revise and recap calculations from both Themes throughout the course.</p>
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Character development

<p>Creativity in making operations decisions, including production methods Critical thinking in analysing financial information and making decisions Communication through communicating with suppliers in ensuring positive relationships within the supply chain</p>	<p>Creativity in making human resources decisions, including leadership and motivation Ethical considerations in weighing up effective motivation and leadership strategies for businesses Ethical considerations in fair recruitment</p>	<p>No new content covered in this term</p>
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Equality and diversity opportunities

<p>In looking at business operations there is an element of looking at areas in which people of different backgrounds work in different industrial sectors.</p>	<p>The recruitment process has a focus on fair recruitment and anti-discrimination, with mention of equal pay and gender discrimination Leadership focuses on proportions of senior business leaders who are female or from ethnic minority backgrounds</p>	<p>No new content covered in this term</p>
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Homework / Independent Learning

<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p> <p>The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>	<p>At the end of each topic there is an End of Topic Recap for students to complete via Satchel. This ensures that there is a regular, consistent homework. These homeworks are fed back through whole-class feedback the following lesson.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p> <p>The biggest homework task in this unit is the mock exam preparing for the formal mock assessment, where students must complete a full exam paper to gain experience and understanding of the structure of a full exam.</p> <p>The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>	<p>Homework in this term is focused on exam practice, and revisiting previous assessments and completing redrafts.</p> <p>Students are encouraged to use the Sharepoint page, which has every powerpoint/booklet and revision resource available to students, including past exam questions.</p> <p>The smartrevise app is also used in conjunction with the existing homework policy with a focus on memory for learning and on recapping prior content.</p>
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Careers / Information and Guidance links

<p>Students may seek a career in finance, and there is an emphasis on the type of job roles such as accountancy that would follow on from this unit.</p>	<p>The HR unit carries a lot of relevance to all students in job roles they may apply for in the future, focusing on the process of recruitment, selection and training.</p>	<p>No new content covered in this term.</p>
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