

Programme of study for Year 10 GCSE Business

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Topic / Big Question: <u>Business in the real world</u>	Topic / Big Question: <u>Business in the real world</u>	Topic / Big Question: <u>Influences on Business</u>	Topic / Big Question: <u>Influences on Business</u>	Topic / Big Question: <u>Business Operations</u>	Topic / Big Question: <u>Human Resources</u>
<p>Skills (students should be able to do):</p> <p>AO1: Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.</p> <p>Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society</p> <ul style="list-style-type: none"> • Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • Use an enquiring, critical approach to make informed judgements • investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business • Develop and apply quantitative skills relevant to business, including using and interpreting data. 					
Key Learning Outcomes (students should know): Purpose of business	Key Learning Outcomes (students should know): Business location	Key Learning Outcomes (students should know): Technology	Key Learning Outcomes (students should know): Globalisation	Key Learning Outcomes (students should know): Methods of production:	Key Learning Outcomes (students should know): Organisational structures
<ul style="list-style-type: none"> • Reasons for starting a business • Basic functions and types of business • Business enterprise and entrepreneurship 	<ul style="list-style-type: none"> • Factors influencing the location decision of a business Business planning <ul style="list-style-type: none"> • The purpose of business planning 	<ul style="list-style-type: none"> • E-commerce • Digital communication Ethical and environmental consideration Ethical considerations	How UK businesses compete internationally, offering: <ul style="list-style-type: none"> • better designs • higher quality products at lower prices • Exchange rates 	<ul style="list-style-type: none"> • job • flow Efficiency in production: <ul style="list-style-type: none"> • lean production • just in time (JIT) Managing stock: <ul style="list-style-type: none"> • Just in time (JIT) 	<ul style="list-style-type: none"> • Appropriateness of organisational structures • Centralisation and decentralisation

<ul style="list-style-type: none"> • Dynamic nature of business <p>Business Ownership</p> <p>Sole traders</p> <ul style="list-style-type: none"> • Partnerships • Private limited companies (Ltd) • Public limited companies (plc) • Not-for-profit organisations <p>Setting Business aims and objectives</p> <ul style="list-style-type: none"> • What is business aims and objectives • Purpose of setting objectives • Role of objectives in running a business • Changing objectives • Use of objectives in judging success <p>Stakeholder</p> <ul style="list-style-type: none"> • Main stakeholders of businesses • Objectives of stakeholders • Impact of business activity on stakeholders • Impact and influence stakeholders have on businesses 	<ul style="list-style-type: none"> • The main sections within a business plan • Basic financial terms • Basic financial calculations <p>Expanding a Business</p> <ul style="list-style-type: none"> • Methods of expansion • Benefits and drawbacks of expansion • Economies of scale • Diseconomies of scale 	<p>Environmental considerations:</p> <ul style="list-style-type: none"> • impact on traffic congestion • recycling • disposing of waste • noise and air pollution <p>Sustainability:</p> <ul style="list-style-type: none"> • global warming • using scarce resources <p>The Economic Climate</p> <ul style="list-style-type: none"> • Interest rates: • how fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance • how fluctuating interest rates can affect consumer and business spending. • Level of employment • Consumer spending 	<p>Legislation</p> <ul style="list-style-type: none"> • Employment law • Health and Safety law • Consumer law <p>Competitive environment</p> <ul style="list-style-type: none"> • Impact on businesses of operating in competitive markets • Uncertainty and risks businesses face 	<ul style="list-style-type: none"> • Just in case (JIC) <p>Factors affecting choice of suppliers including:</p> <ul style="list-style-type: none"> • price • quality • reliability <p>The effects of procurement and logistics on a business, including:</p> <ul style="list-style-type: none"> • efficiency • lower unit costs. <p>The value of effective supply chain management, including:</p> <ul style="list-style-type: none"> • working with suppliers to ensure that key processes are running efficiently and cost effectively • getting goods and services for the best price and value • cutting any waste and unnecessary costs to create a streamlined process and fast production times. <p>Methods of maintaining consistent quality: Total quality management (TQM)</p> <p>Costs and benefits of maintaining quality:</p> <ul style="list-style-type: none"> • additional sales • image/reputation 	<p>The need for recruitment</p> <ul style="list-style-type: none"> • Methods of recruitment and selection of employees • Contracts of employment <p>Importance of motivation in the workforce</p> <ul style="list-style-type: none"> • Methods to motivate staff <p>Importance of training the workforce</p> <ul style="list-style-type: none"> • Types of training undertaken by businesses
---	---	---	---	--	---

				<ul style="list-style-type: none">• higher price• inspection costs• staff training• product recalls• the provision of services Topic / Big Question: <u>Business Operation</u> <u>Good customer service</u> Methods of good service: <ul style="list-style-type: none">• product knowledge• customer engagement (creating a positive experience for the customer)• post sales services (eg user training, help lines, servicing). Benefits of good customer service, including:<ul style="list-style-type: none">• increase in customer satisfaction• customer loyalty• increased spend• profitability. Dangers of poor customer service, including: <ul style="list-style-type: none">• dissatisfied customers• poor reputation via word of mouth• reduction in revenue. The ways in which advances in ICT have	
--	--	--	--	--	--

				allowed customer services to develop: <ul style="list-style-type: none"> • websites • e-commerce • social media 	
Autumn Term – centrally planned, standardised and teacher marked piece(s) of work	Spring Term – centrally planned, standardised and teacher marked piece(s) of work	Summer Term – centrally planned, standardised and teacher marked piece(s) of work			
Business Location Unit 1 End of unit assessment	MCQ's Unit 1 and 2 Unit 2: Interest rates & unemployment Unit 2 End of unit assessment	MCQ – Unit 3 Concept of Quality Motivation Paper 1 Mock exam at the end of the year.			
Building understanding: Rationale / breakdown for your sequence of lessons: Year 10 start with learning the basic functions of a business and this is sequenced with the 2 core units – Business in the Real world and Influences on Business. This is then built upon by learning about the functions of business as recommended by AQA Exam board. We chose to deliver the units which cover paper 1 (Unit 1, 2, 3 & 4) followed by (Unit 1, 2, 4 & 5) This allows us to teach the more complex unit of Finance in Year 11 where students are more confident in the subject. We place great emphasis on the continuous development of key skills within our business curriculum. Through an interleaving approach, these skills are revisited and reinforced regularly, ensuring students' proficiency and retention.					
Home – Learning: MCQs x 5	Home – Learning: MCQs x 5	Home – Learning: MCQs x 5	Home – Learning: 6 mark questions 9 Mark question	Home – Learning: 9 mark questions 12 mark Question	Home – Learning: 9 mark questions 12 mark Question
Reading / High Quality Text: Students are provided with case studies and in class reading using the AQA Textbook. The recommended reading list is shared with students and are encouraged to read The Business review available in the school library. Oracy is built into lessons and students identify key new vocabulary and log new words.					

Numeracy:

Calculations in a business context, including:

- percentages and percentage changes
- averages
- revenue, costs and profit
- gross profit margin and net profit margin ratios
- average rate of return
- cash flow forecasts, including total costs, total revenue and net cash flow.
- Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including:
 - information from graphs and charts
 - profitability ratios (gross profit margin and net profit margin)
 - financial data, including profit and loss, average rate of return and cash flow forecasts
 - marketing data, including market research data
 - market data, including market share, changes in costs and changes in prices.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

In order to engage our students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating business concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills

Our hope is for FHS Business students to become informed consumers, employees, managers, and entrepreneurs of the future. The transferable skills gained through studying business would equip them to enter a wide range of careers. Studying business will lead to students becoming more informed citizens, consumers, employees, future employers and entrepreneurs. Studying Business can lead to specific job roles in:

- Business Development
- Marketing
- Recruitment
- Banking and finance
- Administration
- Accounting and Finance

In addition, students are encouraged to independently pursue business related enrichment activities such as attending taster courses, masterclasses and lectures. These are promoted by teachers in lessons.