

Business 2 Year Curriculum Plan

Author: R Dodd

Written: June 2020

Approved by: (senior leader)

Updated:

Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of 'Enriching lives, transforming futures'. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes

Dedication: we believe there is dignity in hard work

Ambition: we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils

Tradition: British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the Business Department

Through a programme of exciting vocational courses we will prepare our students for the world of work in the 21st Century. To ensure students are ready for the next stage in their career, we provide them with the knowledge, understanding and skills that complement the Academy's academic Key Stage Four curriculum. Engaging and aspirational teaching is enhanced by links with local businesses which gives our students the opportunity to thrive, achieve and to become successful members of the workforce of tomorrow.

Here at Smith's Wood Academy, we aim to securely equip all of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to social mobility and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to academic and personal success. We want our students to enjoy the challenges that learning offers.

Our aims are underpinned by a culture of high aspirations. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and achieve their very best.

In Business Studies we aim to enable every pupil to leave school with an accredited qualification. We strive to reduce the attainment gap between groups of students by making effective use of data to inform teaching and learning any by constantly developing our skills as a teaching team. All staff have up-to-date knowledge and understanding of our subject and working as a team helps us to help our students to reach their full potential. We play a key part in developing skills that will prepare students' workplace skills which in turn will contribute to their economic wellbeing. Our curriculum contextualises learning through the use of real life situations and problem solving scenarios. Our students develop personal qualities such as the ability to work effectively in teams.

Intent

The curriculum includes formal teaching through subject areas and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The ICT, Business Studies and Computing curriculum is planned to enable all students to develop:

- Exceptional problem-solving skills
- Business Studies knowledge to help understand the way businesses work in real-life situations
- Passion for the curriculum and interest in future careers in the relevant industries
- Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;
 - Resilience (Aiming High, Staying Positive, Learning from Mistakes)
 - Collaboration (Teamwork Leadership Communication)
 - Creativity (Originality, Problem Solving, Independent Study)
 - The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

We can turn every learner into an expert in Business, at the same time as developing a love for the subject.

At the end of Year 11 students in Business will....

<p>Know...</p> <ul style="list-style-type: none"> • How to target a market • What makes a product / service financially viable • Product development • How to attract and retain customers • Factors that must be taken into consideration when starting a business • Functional activities required to support a business startup
<p>Understand...</p> <p>By completing the first, theory based, unit, students will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business.</p> <p>Students will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.</p> <p>These elements will provide our students with underpinning knowledge and understanding for completion of the coursework units within this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.</p> <p>The coursework units are titled "Design a business proposal" and "Market and pitch a business proposal". These coursework units will develop the students understanding of</p> <ul style="list-style-type: none"> • Identifying a customer profile for a business challenge • Completing market research to aid business decisions • Developing a business proposal • Reviewing whether a business proposal is viable <p>Along with</p> <ul style="list-style-type: none"> • Developing a brand identity and promotional plan to target a specific customer profile • Pitching a business proposal • Reviewing strengths and weaknesses of a pitch.
<p>Be able to...</p> <ul style="list-style-type: none"> • Describe the elements required to target a market successfully • Describe the different ways to attract and retain customers • Carry out market research, including the analysis of results • Write a business plan • Describe the different elements that go together to make a product launch successful • Calculate breakeven, margin of safety and profit levels • Develop a product from initial idea to a viable proposal • Pitch a product idea • Review a pitch

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

These books show how some of the most successful businesses around the world, including Microsoft, Virgin and Nike were built up, and have tips from the most successful businessmen and women on starting and running your own business. These books and other materials demonstrate how the likes of Phil Knight, Richard Branson and Bill Gates rose from poorer backgrounds and built business empires. Our students can, and should, read these books and have the ambition to start their own businesses and bring success to the Smith's Wood and Kingshurst community.

Additional Reading around the subject – Biographies and business guides

- Hard Drive: Bill Gates and the Making of the Microsoft Empire
- Losing my Virginity, Richard Branson
- Shoe Dog, Phil Knight
- How to Win Friends and Influence People by Dale Carnegie
- The 7 Habits of Highly Effective People by Stephen Covey
- Business Insider with a Teenager: How To Make Money Under 18 & Advice From Teenage Entrepreneurs by Shirley Martin Wang
- The Best-Laid Business Plans: How to Write Them, How to Pitch Them, P Barrow
- Start Up and Run Your Own Business, J Reuvid

Course Reading

- Cambridge National Level 1/2 Enterprise and Marketing, Tess Bayley
- My Revision Notes: Cambridge National Level 1/2 Enterprise and Marketing, Tess Bayley

Web Sites

- www.entrepreneursforum.net
- www.data.gov.uk
- www.businesslink.gov.uk
- www.fsb.org.uk
- www.peterjones.tv
- www.instituteofcustomerservice.com
- www.off.gov.uk
- <http://www.bbc.co.uk/schools/gcsebitesize/business/production/methodsofproductionrev3.shtml>

Developed their cultural and social capital through the following extra-curricular work

An aspiration for many young people is to be self-employed and start their own business. The skills required for this, such as being able to work collaboratively and creatively, solve problems and have awareness of businesses and customers, are also those requested by employers.

Cambridge Nationals are designed to allow students the freedom to explore more deeply the things that interest them. The teaching of the qualification will be through practical work, learning skills and how to do things that may be relevant to the world of work. This qualification provides a strong base for progression to further education, whether it is on to Level 3 Cambridge Technicals, A Levels, apprenticeship or work.

The first unit underpins the other learning in this qualification. Students will learn about the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. They will also learn about key aspects of small businesses, including ownership and functional activities.

Knowledge gained would be of use for further studies in other business and management qualifications including retail, marketing and customer service.

The skills and knowledge developed in units 2 and 3 will be useful in a wide range of further qualifications and in applying for further education opportunities and jobs. Both units are assessed through an OCR-set assignment that is teacher marked and OCR moderated. The emphasis is on learners doing practical activities, showing how they can put their learning to use.

Students are encouraged to find meaningful, business work experience during Year 10, to help develop their knowledge of how a business runs from day to day. Shadowing leaders of businesses, and seeing the creative experience first hand will provide in depth knowledge which is unparalleled in the classroom environment.

Young Enterprise style programmes will also be offered to our students, to allow them to run their own business, developing their own ideas, and, hopefully, experiencing and enjoying the success of their planning and development.

2 Year Curriculum Plan

Year 10 Business at Smith's Wood Academy

The Cambridge National in Enterprise and Marketing gives students the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.

This course is ideal for our students, allowing them to focus on their creative skills in Year 11, following the building of their knowledge base in Year 10. This course has a strong promotional and artistic element to it, which suits our student's knowledge and context. Marketing is a key skill of our students, and this course, by its very nature, incorporates that as a key element.

Many of our students will progress to working within family businesses, and the knowledge and experiences developed in this course will aid to their continued success.

There are three mandatory units

Unit R064: Enterprise and marketing concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. This unit builds the knowledge and concepts of business for our students, before they put them into action in the coursework units, and therefore is studied first.

Unit R065: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills. This unit will help to develop our students resilience and creativity, with them having to listen to market research opinions on their work, and to subsequently make changes to their designs which they have worked on,

Unit R066: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation. This unit will also help to develop our student's confidence and their communication skills, with them having to pitch their ideas to an audience of adults.

Students will learn the concepts of Business through Unit R064 initially, before moving on to developing the product in later units.

Unit R064 Learning Outcomes are:

1. How to target a market
2. What makes a product / service financially viable
3. Product development
4. How to attract and retain customers
5. Factors that must be taken into consideration when starting a business
6. Functional activities required to support a business startup

This unit culminates with an examination typically around the middle of May.

Our students will also start to develop their responses to Unit R065: Design a business proposal - In this unit students will understand the skills and gain the knowledge to design a product proposal to meet a business challenge scenario. Students will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product

Year 10 Units of Study		Length of unit
Unit R064	Enterprise and Market Concepts	2 terms
Unit R065	Design a business proposal	1 term

Year 11 Business at Smith's Wood Academy

Once our students have developed the concepts and theory behind developing an enterprise project, in Year 11 they will get the opportunity to put this into practice.

Our students will study the two coursework units in Year 11.

Unit R065: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit R065 Learning Outcomes are:

1. Be able to identify the customer profile for a business challenge
2. Be able to complete market research to aid decisions relating to the business challenge
3. Be able to develop a design proposal for a business challenge
4. Be able to review whether a business proposal is viable

Unit R066: Market and pitch a business proposal

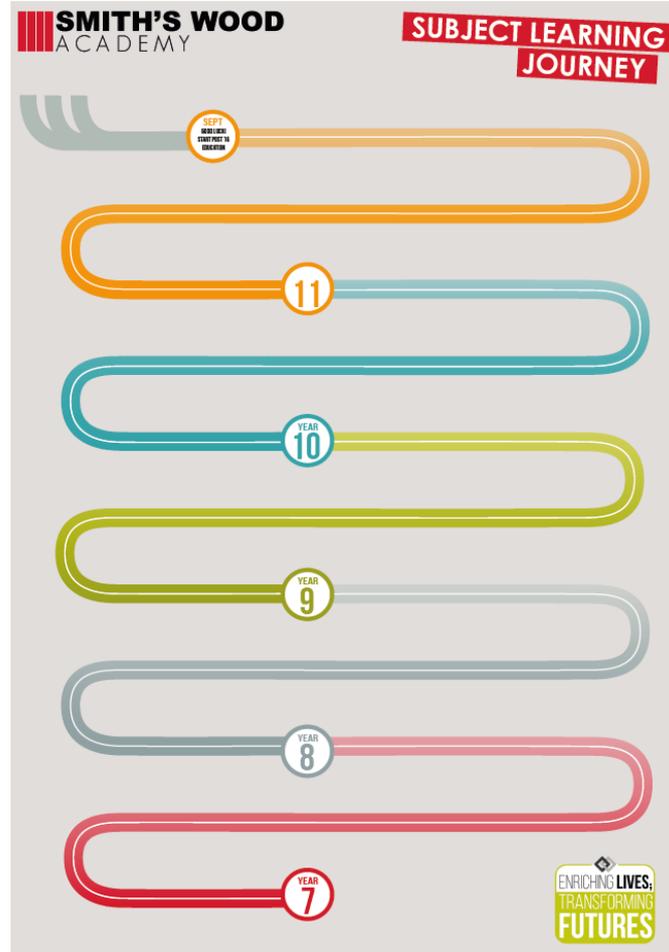
Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation. Unit R066 can only be started once unit R065 has been completed.

Unit R066 Learning Outcomes are:

1. Be able to develop a brand identity and promotional plan to target a customer profile
2. Be able to plan a pitch for a proposal
3. Be able to pitch a proposal to an audience
4. Be able to review the strengths and weaknesses of a proposal and pitch

Year 11 Units of Study		Length of unit
Unit R065	Design a business proposal	1 term
Unit R066	Market and pitch a business proposal	1 term

The Subject Department Learning Journey at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.