



Year 10 Curriculum Overview Document Business & Enterprise



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Our intention for our curriculum is:

By the end of KS4, pupils will understand what a business is, how to evaluate one, understand financial planning techniques and what goes into setting up a business.

Pupils are always curious about “millionaires” and businesses through popular culture and TV programmes like The Apprentice and Dragons Den. This course doesn't show them how to be millionaire, but it does demonstrate to them how to recognise the skills to become one, and to appreciate the steps to take in order to become one.

They will be offered the extra-curricular opportunity to run their own “Tenner” company, part of Young Enterprise KS3 competition, this will be to Year 9s. Following an initial £10 loan, students will learn how to create their own brand and advertising, manufacture their own products, set aims and business objectives and manage business finances. They will have developed a passion and commitment to the subject.

As a vocational course, students are encouraged to take this opportunity as they will then have developed experience of a business, the successes and how to manage risks. This is key to a subject which relies heavily on analytical and evaluative writing on case studies. This is a firm foundation from which there will be many references as they progress through the academic part of the course in Year 10 and Year 11.

By the end of the course, our pupils will have comprehensive understanding of the issues that impact on a business success, both internal and external factors. They will have a holistic understanding of the ways in which these factors are interdependent and interconnected. They can then apply this learning when they develop their financial management skills to evaluate businesses' performance.

They will be able to carry out increasingly complex financial analytical calculations which will support their evaluative skills on case study businesses, they will think critically about different views, and justify their own view in reaching conclusions.

To bring this curriculum to life, we establish major links with local businesses; sole traders and multinational manufacturing companies which can also support their goals for work experience and potential work placements. Business Studies will help them to go on to achieve their potential, not just at A Level but in Higher Education.

Business students at Hadley Learning Community will have an appreciation for the world they live in and a deep understanding of how their actions can have an impact on the people and places around them.

Linking our curriculum intention to our local community:

The curriculum, through enrichment during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

- Telford – local businesses, retail sole traders Mrs Russell's Sweet & Treats, J&PR Ltd
- Telford - global IT services Cap Gemini LTD, The STEM Workshop Ltd
- Telford – EDT Industrial Cadets Bronze and Silver, project based with other local companies
- Telford – global manufacturing companies Denso, Avara Food, Aico, LS Engineering
- Shropshire – accountancy firms Dyke Yaxley Chartered Accountants
- Telford College – Business studies in Further Education
- Harper Adams University – Business studies in Higher Education

Implementation

Lessons are engaging because they are rigorous. Students want to succeed, and, through hard work and achievement, they want to learn more. Modelling is a key aspect of teaching in Business. Through regular feedback and guided practice students master key concepts, analysis and processes. Teachers explicitly teach students how to learn and revise so that they can be successful in regular knowledge and essay type exam questions. This helps to ensure long-term retention of core principles.

Case studies that are taught are relevant to the lived experience of the students many of whom have family members who are business owners, so they are encouraged to take their subject classroom discussions home. Students cover a range of business types and ownership types so that overall, students leave as well-rounded and knowledgeable members of their local economy.

Case study opportunities at KS4 provide students with real world contexts to apply their knowledge. These include business speakers into class, visits on-site to different companies, Question Time panels amongst some.

Year 10 Curriculum implementation

BTEC Tech in Enterprise and Finance is a 2-year vocational course. For the first academic year of the course, the main focus is on Component 1 Aim A and B, plus the whole Component 2; the coursework elements. Component 1, Learning Aim C focuses on economic and situational analysis using SWOT/PEST and how businesses measure their success. This does take a level of maturity and knowledge in the course and is therefore tackled after students have experience of building their own business plan; Component 2.

For Component 1 Learning Aim A, they will study business ownership types and practice their analytical writing when discussing liability responsibilities. We then look at purposes of businesses including ethical and environmental businesses showing modern day relevance and how enterprises need to respond to social and political pressures. Students are also required to write comparatively about 2 entrepreneurs and the relevance of each of their entrepreneurial skills in relation to their business's success as final piece on Aim A.

For Component 1 Learning Aim B, understanding market research methods is the second theoretical area covered, and they will be required to write 2 comparative pieces of coursework on how businesses effectively use primary and secondary research to meet customers' needs and understand competitor behaviour.

Component 2, setting up your own micro-enterprise starts in Spring 2 term. This builds dramatically on employability skills; decision-making, innovation, presentation and communication skills, (building on from Component 1, Learning Aim A). Students complete market research in order to select one of their 3 ideas, for which they will develop a detailed business plan which forms Component 2 Learning Aim A. (Skills from Learning Aim B, market research are fundamental to be able to develop a successful and viable business plan.)

Formal and final write-ups of Learning aim A and B for Component 1 are completed by the end of the year. Formal and final write-ups for Component 2 Aim A are also completed so students can complete their pitch and presentation for Learning Aim B.

A reflective evaluation on the presentation is one of the first pieces of work in Year 11, Component 2 Learning Aim C. The final piece of coursework to be completed is Component 1, Learning Aim C – measuring business performance in the context of internal and external influences. Students will then solely focus on Component 3, their exam for the remainder of that academic year.

1 Aut 1	2 Aut 2	3 Spr 1	4 Spr 2	5 Summ 1	6 Summ 2	END POINT TEST & THERAPY
<p>Component 1, Learning Aim A: Students' focus is on factual research and being discerning with which information is viable. They investigate the differences between goods and services, gaps in the market, what good customer service looks like and the popular – why businesses fail. They will study business ownership types and practice their analytical writing when discussing liability responsibilities. We then look at purposes of businesses including ethical and environmental businesses showing modern day relevance and also how enterprises need to respond to social and political pressures.</p>	<p>Component 1, Learning Aim B: Component 1 Learning Aim B. Students study market research and customer needs in more depth. Market research is a broad topic so this is broken down into sub-sections; primary and secondary research methods to build theoretical knowledge will be considered first. They will investigate how these 2 areas are interdependent. They will construct a hierarchy of most efficient methods, bearing in mind they have examined bias and validity of results. Next they will examine how businesses use market research to build competitor</p>	<p>Component 3 Learning Aim B/C & Component 1 Aim B coursework As Finance is often considered a technical area, students will experience a breadth of financial exercises so that re-visiting each topic provides the opportunity to deepen their knowledge in smaller chunks. Students will start their financial knowledge with basic formula covering revenue, cost of sales (linking this to the cost of their product manufacture), gross profit – and examining what influences each. Next, they examine expenses, understanding how these are fixed costs compared to product variable costs. They complete basic formula with net profit.</p>	<p>Component 1 Aim A coursework & Component 2 Aim A (finance) coursework This term is ideal to focus on formal coursework. Students have completed the learning for Aim A; foundational knowledge of business structures as well as their first draft on Aim B Market Research. This will give students experience in completing Component 1 Aim A coursework where they write a comparative study on 2 business's purpose and aims, ownership types and explore the entrepreneurial skills each owner demonstrates. The course knowledge they have acquired over the first term will contribute positively towards a</p>	<p>Component 3 Aim A & Component 2 Aim A coursework Component 3 Aim A focuses on promotional methods and socio-economic profiling. This is a key part to the Business plan coursework in Component 2. Students will study the theory part of their exam which will enable them to use the knowledge in their Business plan, Component 2, Aim A. From their market research, they will now have made the decision which product or service concept to run with. They will continue with aims and promotional plan sections for this coursework.</p>	<p>Component 2 Aim B coursework (presentations) Having completed Component 3 Aim A and the business plan for Component 2 Aim A, students now need to build a presentation in order to pitch their business idea. This will demonstrate their entrepreneurial skills in a practical setting; communication skills, presentation skills, engaging with the audience – all of which are employability skills. Students create a presentation with visuals aids, speaker notes and a sample of their promotional material. They present their business plan and answer questions from the</p>	

<p>Students interview local business personnel to understand key skills to its success, its purpose and its business aims. They are required to write comparatively about 2 entrepreneurs about the relevance of each of their entrepreneurial skills in relation to their business's success.</p>	<p>understanding and how to meet customer needs more efficiently, the latter leading to socio-economic profiling techniques. Students will also prepare research to be used for their Aim B coursework.</p>	<p>These 5 formulae are fundamental to further financial study for the course in Component 3 and also Component 1 Aim C. Break Break-even analysis, including margin of safety, will support students to begin financial forecasting and demonstrate practical use of the earlier knowledge on formulae. Students will next study cashflow analysis and improving cashflow as part of their final financial management tools. This will support their ability. To complete the term, first draft of the market research coursework Aim B will be completed.</p>	<p>mature approach to this piece of writing. Component 2 Aim A is a popular topic. Students will start to build their own business plan. To do so will require them to complete market research on 3 conceptual ideas and a personal skills audit – exploring their own entrepreneurial skills (and employability skills which contributes to their Careers Education programme). Both of these areas form part of this coursework. The Business plan, Component 2 Aim A is a significant piece of writing for students and as such is broken down into sections for them.</p>		<p>business panel on it. The review from the panel forms part of their assessment for this part of the coursework.</p>
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Year 11 Curriculum implementation

After completing a year's programme of theoretical work and the practical presentations, the Year 11 programme will close all coursework with 2 final pieces; a reflective evaluation of the business pitch/presentation (Component 2, Aim C) and the situational analysis of 2 businesses for Component 1, Learning Aim C.

This will allow students to move swiftly onto the externally examined Component 3; promotions and finance. By completing these 2 pieces of coursework, the study will be a revision tool to prepare for Component 3.

For Component 3, Learning Aim A; six promotional methods and factors influencing promotional methods and an area which students are traditionally non-confident about; segmenting the target market and creating customer profiles using demographics, geographic, psychographic and behavioural analysis. Learning Aim B covers financial management tools; break-even analysis, sales, costs, margin of safety. These will be internally assessed following review & therapy format.

The work required for Component 3, Learning Aim B continues with financial management; sources of finance, completing and interpreting statements of comprehensive income and financial positions. They will learn and practise the following skills;

- calculating profit and loss,
- calculating ratios for the difference between cash/profit,
- liquidity/profitability,
- gross profit margin percentage $(GP/rev)/100$,
- net profit margin percentage $(GP/rev)/100$,
- calculating liquidity ratios: current ratio (current assets/current liabilities) and liquid capital ratio (current assets-inventory)/current liabilities.

These will be internally assessed following review & therapy format.

Component 3, Learning Aim C focuses on Cashflow, how to create and use a Cashflow statement. The final finance topics are payment methods, sources of revenue and costs and sources of finance. Having built up their financial management knowledge, students can then understand the relevance of these study topics for businesses.

Component 3 Learning Aim C1 to 5 will be the final internal assessment, review and therapy.

Full Component 3 mocks will be held in Spring ready for the first attempt at the external exam.

Component 3 is quite significant in size therefore internal assessments are punctuated through the year's programme.

1 Aut 1	2 Aut 2	3 Spr 1	4 Spr 2	5 Summ 1	6 Summ 2
<p>Component 1 Learning Aim C & coursework Having completed a business plan and pitch in Year 10 and part of the basic financial formula for Component 3 Aim B, this gives students sufficient background knowledge and experience to embark on Component 1, Aim C – in essence, understanding the economic situation a business finds itself in. This new topic examines the internal factors that influence a business’s success. Students examine the following factors when applied to 2 contrasting businesses of their choice:</p> <ul style="list-style-type: none"> • understanding the market • keeping customers satisfied • effective planning and financing • marketing and promoting the enterprise 	<p>Component 2 Learning Aim C & Component 3 Aim B The final written coursework for students to complete is the review of their business pitch presentation from Component 2 Aim B. In this review, they will assess their communication and presentation skills, accuracy of the pitch compared to the actual business plan and evaluate how they could improve. This review is Component 2 Aim C. Complete the review We resume studying Component 3, in particular Aim B. This is the first area for revision; statement of financial position, which uses the 5 basic formula, and statement of comprehensive income – analysing profit and loss of case study businesses. Students will also undertake practise exercises on profitability and liquidity; current and liquid capital ratios and gross/net profit margins</p>	<p>Component 3 Learning Aim B & C revision & EXAM The external exam for Component 3 is held in early February. As we approach the exam, the final revision will focus on financial formula making sure that the 5 basic formula are secure knowledge and building confidence in financial literacy so that students can answer extended questions. For Learning Aim A, Promotion, the main focus of revision will be around 2 topics; socio economic profiling methods; demographic, geographic, psychographic and behavioural, and the constraints businesses face when building their promotional mix. The latter includes budgetary constraints which determine the promotional method used, appropriateness of each method deployed to the product/service and target</p>	<p>Component 3 Learning Aim A, B & C revision & EXAM The first sitting of the external exam will have taken place earlier in the month. This provides students with the opportunity to revisit the exam paper and deconstruct each question as a learning process. This enables revision to be more personalised in preparation for the final, May sitting of the external exam. On the whole, revision will continue to focus financial formulae and socio-economic profiling methods, using practise exam questions. This will be the final part of the course when the 2nd sitting of the exam concludes.</p>		

<ul style="list-style-type: none"> • unforeseen human resources cost <p>The next topic examines the external factors that influence a business's success. Students examine the following factors when applied to 2 contrasting businesses of their choice:</p> <ul style="list-style-type: none"> • changes in the cost of energy, raw materials, borrowing, premises • changes in costs of marketing or selling • governmental changes • competitors • consumer confidence in the economy • changing consumer behaviour • changes in consumer legislation <p>Students will complete Learning Aim C with a comparative writing piece for their coursework demonstrating case study evidence of how these 2 businesses measure their success in light of internal and external influences.</p>	<p>from which they will then complete case study evaluations on how to improve business performance. Assessment for Component 3 has a layered approach; low stakes, in class testing per section followed by self-assessment multiple choice using our online platform and mocks per topic.</p>	<p>market, and ultimately the size of the enterprise.</p>		
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Impact of our curriculum:

Progress is measured through practice coursework clearly mapped from BTEC Tech requirements. Feedback during the transition year can therefore be detailed and specific to accommodate each students' learning needs.

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

Personal Development within our curriculum

Personal Development	The skills, values and attitudes taught in Business Studies do not solely apply to this subject; they permeate all areas of society; within the home, within our school and local community and other job sectors. Therefore, the fundamental underpinning of British Values aims to develop well-rounded, thoughtful and caring citizens and critical thinkers.
SMSC	<p>Business supports the development of SMSC not only through the specific topics but also through staff conduct within the working environment. Business uses a range of teaching strategies that allow pupils to be creative and imaginative whilst also offering opportunities for students to persevere through the “ I don’t get it” moments to experience the satisfaction of the “eureka” moment when concepts are understood. Some of the concepts are quite deep in terms of economics and financial management, therefore tiered support is made available to differentiate for each students’ needs.</p> <p>Business supports moral development through supporting students to make considered choices around their behaviour and the values that provide a framework for how they choose to live. Moral development is also learning about society’s values, understanding the reasons for them, how they are derived and change; and how disagreements are resolved. Students must consider the consequences of personal and societal decisions on the wider community – local and global- and on the environment and future generations.</p> <p>Business supports the social development of our students by encouraging our pupils to be respectful for other people’s ideas through teamwork and class discussions.</p>

	This awareness promotes a multinational discipline with the aim of developing students' understanding of the world of work, environmental, ethical, employment rights and responsibilities.
Extra-Curricular & Enrichment	Outside of the classroom, there are 2 main programmes offered – Tenner and Company Programme which give students the opportunity to experience business ownership, risk and financial management and the buzz of business success. With development of the Retail Business certificate, visits to key business functions like Amazon are offered. In addition, several business owners are invited to speak to students to discuss their decision making, skills and risk management. Through the CEIAG plan, there are many opportunities for students to meet industry workers and interview them on their routes to their positions – these are offered through the enrichment programme.
Careers/Work Experience	
Careers	<p>There is a significant breadth of careers available through studying Business. It would be unrealistic to put a UK figure, as level 2 Business provides a broad foundation from which students can specialise at level 3 or in an employment with training placement, in many sectors of industry. Therefore, all students on this course are actively encouraged to develop their soft skills, their employability skills which they can refer to for Post-16 applications.</p> <p>Some Career path options available:</p> <p>Advertising & marketing – business development, events manager, marketing manager Consultancy – business consultant, data analyst, management consultant banking & finance – case handler, credit controller, payments negotiator accountancy – assistant accountant, assurance associate, financial controller IT & the Internet – IT analyst, network manager, software architect Entrepreneurship - business owner, freelance, social entrepreneur recruitment & HR – graduate recruiter, recruitment consultant, training manager</p>
Work Experience Offer & Staff Work Experience	<p>Within Hadley Learning Community, we offer opportunities for PGCE and PCET students to complete their initial teacher training placement. Additionally, the department works closely with 5 key local businesses where direct projects are developed through challenges set by each company. Most of these companies also offer Silver Industrial Cadets to acknowledge the students' work during any work experience placements they may undertake.</p> <p>Being part of a Multi Academy Trust, all staff have the opportunities to attend CPD and work collaboratively with other schools within the MAT. Staff have the opportunities to liaise with our local businesses and our business link partner to bring back those real-life examples of that the breadth Business Studies can offer, to the classroom.</p>

Cultural Capital	
Ofsted Definition	<p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p> <p>Students will learn about entrepreneurial skills which are in addition to academic development. These skills link to the “soft-skills” many employers are seeking from their future workforce. Through the Business qualification, the practical Tenner programme in Year 9 and the Young Enterprise Company programme students will develop knowledge and self-awareness of these skills, which will enrich their understanding and improve their Post-16 pathway choices.</p>



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As a vocational course, students will have had experience of a business, including the successes and risks. This is key to a subject that relies heavily on analytical and evaluative writing on case studies. This creates firm foundation from which there will be many references as they progress through the academic part of the course in Year 10 and Year 11.

Our pupils will have a comprehensive understanding of the issues that influence business success, both internally and externally. They will develop a holistic understanding of the ways in which these factors are interdependent and interconnected. They can then apply this learning when they evaluate businesses' performance by using their financial management skills.

They will be able to carry out increasingly complex financial analytical calculations, which will underpin their evaluative skills on case-study businesses, they will think critically and justify their own view in reaching conclusions.

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- Shropshire – accountancy firms Dyke Yaxley Chartered Accountants
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- Harper Adams and Wolverhampton University – Business studies in Higher Education

Implementation

Lessons are engaging because they are rigorous. Students want to succeed and through hard work and achievement, they want to learn more. Modelling is a key aspect of teaching in Business. Through regular feedback and guided practice, students master key concepts, analysis and processes. Teachers explicitly teach students how to learn and revise so that they can be successful in regular knowledge and essay type exam questions. This helps to ensure long-term retention of core principles.

Case studies that are taught are relevant to the lived experience of the students many of whom have family members who are business owners, so they are encouraged to take their subject classroom discussions home. Students cover a range of business types and ownership types so that overall, students leave as well-rounded and knowledgeable members of their local economy.

Case study opportunities at KS4 provide students with real world contexts to apply their knowledge. These include business speakers into class, visits on-site to different companies, Question Time panels amongst some.

Year 11 Curriculum implementation

After completing a year's programme of theoretical work and the practical presentations, the Year 11 programme moves swiftly onto the externally examined component 3; promotions and finance. Starting the final year following pandemic restrictions, students will focus solely on this Component.

All teaching and first drafts for Component 1 and 2 are completed/waiting further announcements from the Exam boards/DfE with reference to CAGs.

Six promotional methods are covered first in Aim A; personal selling, advertising, PR, direct marketing and sales promotion. The final part of Aim A curriculum covers factors influencing promotional methods and an area which students are traditionally not confident about; segmenting the target market and creating customer profiles using demographics, geographic, psychographic and behavioural analysis.

In Aim B, we cover; financial management tools; break-even analysis, sales, costs, margin of safety and evaluating sources of finance.

Teaching follows the review & therapy format with internal assessments.

The work required for Component 3 continues with more technical financial management, this includes;

- completing and interpreting statements of comprehensive income and financial positions,
- calculating profit and loss,
- calculating ratios for the difference between cash/profit; current ratio (current assets/current liabilities) and liquid capital ratio; (current assets-inventory)/current liabilities, so students can assess a business's liquidity/profitability,
- gross profit margin percentage $(GP/rev)/100$ and net profit margin percentage $(GP/rev)/100$,
- how to create and use a Cashflow statement

Again, teaching will follow review & therapy format with internal assessments.

Full Component 3 mocks will be held in Spring ready for the first attempt at the external exam.

Component 3 is quite significant in size therefore internal assessments are punctuated throughout the year's programme.

1 Aut 1	2 Aut 2	3 Spr 1	4 Spr 2	5 Summ 1	6 Summ 2
<p>Component 3, Learning Aim C Following lockdown, there will be a programme of revision and catch up lessons. These will cover promotional methods and market segmentation from Aim A and part of Aim B financial management. This will ensure all students have acquired the foundation knowledge, as a minimum, required for the exam.</p> <p>The curriculum elements which are studied are part of Aim B; profitability and liquidity where the students will use their Aim B knowledge to support financial investment decisions, giving them a practical context of their earlier work. These elements are assessed internally followed by review and therapy sessions.</p>	<p>Component 3, Learning Aim B and C. Students will study cashflow analysis and improving cashflow as part of their final financial management tools. This will support their ability to begin financial forecasting. Following these financial analytical methods, students will research and evaluate sources of revenue relevant to the business case studies they are presented with. They will also learn how to accurately complete financial documents such as purchase order, invoices, credit notes which is an interdependent element with payment methods. Learning Aim C requires evidence of review and therapy which compliments the school's T&L ethos.</p>	<p>Component 3, Learning Aim C Students complete further revision exercises on Component 3 through Walk/Talk mocks which will be completed in sections, due to the size of Component 3 and practicality of lessons. Revision will be chunked into Learning Aims A2/A3 targeting and segmenting the market and factors influencing promotional methods to maintain promotional methods subject knowledge. Students will sit their first formal, internal mock on the whole component. This again maintains the familiar format of review and therapy. The mocks will be preparation for their external exam, normally scheduled in February as their first sitting.</p>	<p>Component 2, Learning Aim B & C, Component 1, Learning Aim A. Revision for Component 3 will take place for students who are retaking in May. The revision topics will be broken down into Cashflow, key financial terms, statements of comprehensive income and financial position, and promotional methods with a variety of questions and self-testing techniques to build confidence and discussion in this area. These sections are the high value questions in the exam and success here, will support confidence with overall exam performance for the final sitting of the exam.</p>		

Impact of our curriculum:

Progress is measured through the following 4 levels;

1. Low stakes, in class testing
2. Multiple choice summative assessment
3. Walk/Talk mocks
4. And finally, formal mocks of the full Component 3; promotional methods and financial management

Feedback can therefore be detailed and specific to accommodate each students' learning needs.

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SMSC	<p>Business supports the development of SMSC not only through the specific topics but also through staff conduct within the working environment. Business uses a range of teaching strategies that allow pupils to be creative and imaginative whilst also offering opportunities for students to persevere through the “ I don’t get it” moments to experience the satisfaction of the “eureka” moment when concepts are understood. Some of the concepts are quite deep in terms of economics and financial management, therefore tiered support is made available to differentiate for each students’ needs.</p> <p>Business supports moral development through supporting students to make considered choices around their behaviour and the values that provide a framework for how they choose to live. Moral development is also learning about society’s values, understanding the reasons for them, how they are derived and change; and how disagreements are resolved. Students must consider the consequences of personal and societal decisions on the wider community – local and global- and on the environment and future generations.</p> <p>Business supports the social development of our students by encouraging our pupils to be respectful for other people’s ideas through teamwork and class discussions.</p> <p>This awareness promotes a multinational discipline with the aim of developing students’ understanding of the world of work, environmental, ethical, employment rights and responsibilities.</p>
Extra-Curricular & Enrichment	<p>Outside of the classroom, there are 2 main programmes offered – Tenner and Company Programme which give students the opportunity to experience business ownership, risk and financial management and the buzz of business success. With development of the Retail Business certificate, visits to key business functions like Amazon are offered. In addition, several business owners are invited to speak to students to discuss their decision making, skills and risk management. Through the CEIAG plan, there are many opportunities for students to meet industry workers and interview them on their routes to their positions – these are offered through the enrichment programme.</p>

Careers/Work Experience

<p>Careers</p>	<p>There is a significant breadth of careers available through studying Business. It would be unrealistic to put a UK figure, as level 2 Business provides a broad foundation from which students can specialise at level 3 or in an employment with training placement, in many sectors of industry. Therefore, all students on this course are actively encouraged to develop their soft skills, their employability skills which they can refer to for Post-16 applications.</p> <p>Some Career path options available:</p> <p>Advertising & marketing – business development, events manager, marketing manager Consultancy – business consultant, data analyst, management consultant banking & finance – case handler, credit controller, payments negotiator accountancy – assistant accountant, assurance associate, financial controller IT & the Internet – IT analyst, network manager, software architect Entrepreneurship - business owner, freelance, social entrepreneur recruitment & HR – graduate recruiter, recruitment consultant, training manager</p>
<p>Work Experience Offer & Staff Work Experience</p>	<p>Within Hadley Learning Community, we offer opportunities for PGCE and PCET students to complete their initial teacher training placement. Additionally, the department works closely with 5 key local businesses where direct projects are developed through challenges set by each company. Most of these companies also offer Silver Industrial Cadets to acknowledge the students’ work during any work experience placements they may undertake.</p> <p>Being part of a Multi Academy Trust, all staff have the opportunities to attend CPD and work collaboratively with other schools within the MAT. Staff have the opportunities to liaise with our local businesses and our business link partner to bring back those real-life examples of that the breadth Business Studies can offer, to the classroom.</p>

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