

# Henlow Academy Business Curriculum Information

Intent	Implementation	Impact
<p>Business activity affects the daily lives of all people, as they work, spend, save, invest, travel, and play. Business influences jobs, incomes, and opportunities for personal enterprise and development. Business has a significant effect not only on the standard of living and quality of life, but also on the environment in which people live. At some point, all students will encounter the world of business whether it is as a consumer, an employee, or young entrepreneur themselves. Therefore, they must be prepared to engage in business activity with confidence and competence, by understanding how businesses function and the role it plays in our society.</p> <p>Students studying GCSE Business at Henlow will familiarise themselves with the knowledge and skills that are required in the business environment and the impact these can have on their own lives and on society. Throughout the course, students will engage actively in the study of business in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Students will analyse case studies of real businesses, to understand how they operate and become successful businesses. They will develop an appreciation of a range of perspectives of different people who are affected by businesses (customers, governments, competitors, suppliers) in relation to business and economic activities. Essentially, Business allows students at Henlow to gain a better understanding of the world around them through the exposure of powerful knowledge and insight into business operations.</p>	<p>During the beginning of Year 10, students are introduced to the concept of entrepreneurs and entrepreneurship, which sets the foundation as to why people would set up a business, the risks/rewards associated and the characteristics needed to be successful in the business world. Students will then be exposed to key business concepts such as meeting customer needs, why they are important and the methods of ascertaining what those needs actually are. At this stage students are also introduced to different case studies in order to start applying their knowledge to different business contexts. Most lessons in our subject will make reference to different business case studies, relevant business news and stories. As students develop their understanding of the key attributes which contribute to business success they begin to explore external influences which may impact business operations. Classes within the department will explore several influences such as legislation, the economy and stakeholder. During this phase we share recent legislation changes such as minimum wage and other relevant external influences so students are able to make a link between classroom study and events taking place in the world. Students will begin to critically analyse the impact these may have on business operations. In Year 11 students utilise the knowledge they have gained in Year 10 and apply this to multinational businesses. We often make reference to Year 10 content through retrieval practices and apply them to the topics covered in the year 11. Through the use of business case studies and scenarios we develop students' understanding of how businesses can transition from a local business to a national or global enterprise. Key concepts such as sources of finance are revisited but this time applied to larger businesses, students at this stage will be able to differentiate how the operations may differ based on the size of the business.</p>	<p>When pupils have completed GCSE Business they should be much more informed about the world in which they live. They are able to offer better informed opinions on their future based on the development of their commercial minds and the enterprise capabilities they have developed.</p>

# Year 10 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Theme 1 Topic 1.1 Enterprise and Entrepreneurship	Theme 1 Topic 1.2 Spotting a business opportunity	Theme 1 Topic 1.3 Putting a business idea into practice	Start - Theme 1 Topic 1.4 Making the business effective	Complete - Theme 1 Topic 1.4 Making the business effective	Theme 1 Topic 1.5 Understanding external influences
Key Concepts	1. The role of entrepreneurship 2. Business revenues, costs and profits 3. Why new ideas come about 4. How new ideas come about 5. Risk and Reward 6. The role of business enterprise and the purpose of business activity	1. Identifying and understanding customer needs 2. The purpose and methods of market research 3. Market segmentation 4. The competitive environment.	1. Business aims and objectives 2. Calculating revenues, costs and profits. 3. Cash and cash-flow 4. Sources of finance	1. The options for start-up and small businesses 2. The marketing mix 3. Business location 4. Business plans	1. The options for start-up and small businesses 2. The marketing mix 3. Business location 4. Business plans	1. Business stakeholders 2. Technology and business 3. Legislation and business 4. The economy and business 5. External influences
SMSC and British Values	<p><b>Democracy</b> - Employment Legislation - Teaches them about laws around employing people and what they are entitled to as employees as well. Consumer Legislation- Teaches them about what their rights are as consumers, what to expect from a business when buying products online and how European Legislation. The EU – looking at countries within Europe and how they have different laws to that of the UK.</p> <p><b>Rule of law</b> - In Business we cover all employment, consumer, environmental and competition laws. This provides students with an opportunity to understand the British legal system. Voice and democracy - In Business we regularly ask for students' opinions in terms of pupil voice exercises, we share the results/comments with the students and act accordingly. <b>Mutual respect and tolerance</b> - In Business we discuss the UK taxation system and this allows students to understand the importance of respecting our welfare system and public institutions. Business teaches them about the impact of government on business, also where to gain advice and information such as banks and the citizen advice bureau. We cover a wide range of topics that allows students to gain a general knowledge on matters such as personal finances, employment, recruitment and selection and different size organisations within the UK. Cross curricular links with RE when we study the ethical side of Business. In Business the study of employment law and our ethical unit of work enables students to accept that everyone in our society has rights and these rights should be protected.</p> <p><b>Spiritual development</b> within Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion and application of employment and consumer laws to businesses. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop students' empathy and compassion skills and allows them to take into consideration other people's aims, values, principles and beliefs. <b>Moral development in Business</b> - students look at employment and consumer legislation and investigate racism, sexism and other discrimination in the workplace. We explore motivation and consider why people start businesses and what shapes their attitude to work and approach to interpersonal relationships. Students spend a large proportion of the course investigating the impact of the actions of business upon society and the local community in which they operate, for example, considering the political, social, environmental and technological issues arising as a result of business decisions. <b>Social development</b> in Business - Throughout the GCSE, students are encouraged to develop their team working skills through collaborative work and research. We look at Organisational Design and different leadership styles, using real world examples to take advantage of topical news stories and well known public figures. We explore the difference between skilled craft production and assembly line mass production and consider the impact on people of these different work environments. We also look at the concept of Quality Assurance and how such practices as Total Quality Management require whole teams to take joint responsibility for success. <b>Cultural development</b> in Business students learn how businesses operate differently in different businesses and adapt their marketing to suit different cultures. Students are encouraged to explore the wealth of different countries and how developed they are and to research less economically developed countries and the impact this has on businesses and people.</p> <p><b>Career Link - Unifrog – student side find careers linked to your subject area using the search tool <a href="https://www.unifrog.org/student/careers">https://www.unifrog.org/student/careers</a>. Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI. Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate. Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.</b></p>					
Parental Support	Support your child with homework. Engage with a wider range of media about Business.		Actively encourage your child to organise their work and make sure they catch up on any gaps in their learning.  Help your child prepare for their assessment.		Discuss Business news and ask your child to share their learning.	

# Year 11 Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Theme 2 Topic 2.1 Growing the business	Theme 2 Topic 2.2 Making marketing decision	Theme 2 Topic 2.3 Making operational decisions	Theme 2 Topic 2.4 Making financial decisions	Theme 2 Topic 2.5 Making human resource decisions	Exams
Key Concepts	<ol style="list-style-type: none"> <li>1. Business growth</li> <li>2. Changes in aims and objectives</li> <li>3. Business and globalisation</li> <li>4. Ethics, the environment and business</li> </ol>	<ol style="list-style-type: none"> <li>1. Product, Price, Promotion and Place</li> <li>2. Using the marketing mix to make business decisions</li> <li>3. The sales process</li> </ol>	<ol style="list-style-type: none"> <li>1. Business operations</li> <li>2. Working with suppliers</li> <li>3. Managing quality</li> </ol>	<ol style="list-style-type: none"> <li>1. Business calculations</li> <li>2. Understanding business performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Organisational structures</li> <li>2. Effective recruitment</li> <li>3. Effective training and development Motivation</li> </ol> Revision and exam techniques.	Exams
SMSC and British Values	<p><b>Democracy</b> - Employment Legislation - Teaches them about laws around employing people and what they are entitled to as employees as well. Consumer Legislation- Teaches them about what their rights are as consumers, what to expect from a business when buying products online and how European Legislation. The EU – looking at countries within Europe and how they have different laws to that of the UK.</p> <p><b>Rule of law</b> - In Business we cover all employment, consumer, environmental and competition laws. This provides students with an opportunity to understand the British legal system. Voice and democracy - In Business we regularly ask for students' opinions in terms of pupil voice exercises, we share the results/comments with the students and act accordingly. <b>Mutual respect and tolerance</b> - In Business we discuss the UK taxation system and this allows students to understand the importance of respecting our welfare system and public institutions. Business teaches them about the impact of government on business, also where to gain advice and information such as banks and the citizen advice bureau. We cover a wide range of topics that allows students to gain a general knowledge on matters such as personal finances, employment, recruitment and selection and different size organisations within the UK. Cross curricular links with RE when we study the ethical side of Business. In Business the study of employment law and our ethical unit of work enables students to accept that everyone in our society has rights and these rights should be protected.</p> <p><b>Spiritual development</b> within Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion and application of employment and consumer laws to businesses. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop students' empathy and compassion skills and allows them to take into consideration other people's aims, values, principles and beliefs. <b>Moral development in Business</b> - students look at employment and consumer legislation and investigate racism, sexism and other discrimination in the workplace. We explore motivation and consider why people start businesses and what shapes their attitude to work and approach to interpersonal relationships. Students spend a large proportion of the course investigating the impact of the actions of business upon society and the local community in which they operate, for example, considering the political, social, environmental and technological issues arising as a result of business decisions. <b>Social development</b> in Business - Throughout the GCSE, students are encouraged to develop their team working skills through collaborative work and research. We look at Organisational Design and different leadership styles, using real world examples to take advantage of topical news stories and well known public figures. We explore the difference between skilled craft production and assembly line mass production and consider the impact on people of these different work environments. We also look at the concept of Quality Assurance and how such practices as Total Quality Management require whole teams to take joint responsibility for success. <b>Cultural development</b> in Business students learn how businesses operate differently in different businesses and adapt their marketing to suit different cultures. Students are encouraged to explore the wealth of different countries and how developed they are and to research less economically developed countries and the impact this has on businesses and people.</p> <p><b>Career Link - Unifrog – student side find careers linked to your subject area using the search tool <a href="https://www.unifrog.org/student/careers">https://www.unifrog.org/student/careers</a>. Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI. Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate. Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.</b></p>					
Parental Support	Support your child with homework. Engage with a wider range of media about Business.	Actively encourage your child to organise their work and make sure they catch up on any gaps in their learning. Help your child prepare for their exams - get a revision timetable up and running.	Discuss Business news and ask your child to share their learning. Lots of encouragement and support - last term!			

# Assessment Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Regular formative assessments End of unit assessment Topic 1.1	Regular formative assessments End of unit assessment Topic 1.2	Regular formative assessments End of unit assessment Topic 1.3	Regular formative assessments End of unit assessment Topic 1.4	Regular formative assessments  MOCK EXAMS Including topic 1.5	Regular formative assessments
Year 11	Regular formative assessments End of unit assessment Topic 2.1	Regular formative assessments End of unit assessment Topic 2.2	MOCK EXAMS Regular formative assessments Topic 2.3	Regular formative assessments End of unit assessment Topic 2.4	Regular formative assessments	GCSE EXAMS