

Curriculum Intent: Business Studies

The Business Studies curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, in Year 10 pupils are first introduced to the functional areas of a business: HR, Marketing, Finance and Operations. We then focus on specific functional areas as our students progress through KS4 and KS5, enabling them to form links between the different areas of a business and develop a clearer understanding of how the concepts link together to create a basic business model.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, students will take the knowledge of the functional areas and develop skills that allow them to make informed business decisions, with the understanding of how these decisions may differ based upon different contexts.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. Throughout the course theory is linked to real life business examples, giving pupils a clear insight into how the studying of the subject will develop their understanding in future pathways. An example of this would be a look into how the rise in inflation impacts on disposable income and the knock-on effect this has on demand for certain products.

The document below details the core substantive and disciplinary knowledge and how these built over time in our subject.

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Subject: Business Studies Curriculum Intent Year 10			
Term	Substantive Knowledge (The What)	Disciplinary Knowledge (The How)	Hinterland
Autumn	<p>Pupils will learn about the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. They will focus on the following areas:</p> <p>3.1 Business in the real world</p> <ul style="list-style-type: none"> • 3.1.1 The purpose and nature of businesses • 3.1.2 Business ownership • 3.1.3 Setting business aims and objectives • 3.1.4 Stakeholders • 3.1.5 Business location • 3.1.6 Business planning • 3.1.7 Expanding a business 	<p>AO1: Pupils will know and understand business concepts, terminology, and objectives. They will explore the nature of business activity and how it impacts on individuals and the wider society.</p> <p>AO2: Pupils will apply knowledge and understanding to contemporary business issues and understand how these issues differ based upon types and sizes of businesses in local, national, and global contexts.</p> <p>AO3: Pupils will develop as enterprising individuals. They will form the ability to think both commercially and creatively to make informed business decisions and solve business problems. They will investigate and analyse real business opportunities and issues, constructing balanced, evidence-based arguments, demonstrating their business knowledge.</p>	<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Investigation into local businesses. • Links to percentage of UK employment in different sectors. • Exploration of entrepreneurs.
Spring	<p>Pupils will learn about the importance of external influences on business and how businesses change in response to these influences. They will focus on the following areas:</p> <p>3.2 Influences on business</p> <ul style="list-style-type: none"> • 3.2.1 Technology • 3.2.2 Ethical and environmental considerations • 3.2.3 The economic climate on businesses • 3.2.4 Globalisation • 3.2.5 Legislation • 3.2.6 Competitive environment 		<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Investigation into unethical practices in large organisations (Apple)

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			<ul style="list-style-type: none"> • Current exchange and interest rate analysis. • Analysis of UK unemployment. • McDonald’s globalisation research project.
Summer	<p>Pupils need an understanding of what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity. They will focus on the following areas:</p> <p>3.3 Business operations</p> <ul style="list-style-type: none"> • 3.3.1 Production processes • 3.3.2 The role of procurement • 3.3.3 The concept of quality • 3.3.4 Good customer services <p>Structured revision of 3.1, 3.2 & 3.3 and exam practice will take place at the end of the summer term.</p>		<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Explorations of Toyota’s production processes and to Japanese culture. • Links to Samsung’s quality.
Year 10 End Point	<p>By the end of Year 10, pupils will have a clear understanding of the topic areas: 3.1, 3.2 and 3.3. Pupils will be aware of the impact of the different topic areas on the four functional areas of business and be able to analyse the impact on the business. They will also be confident at producing a balanced argument to support solving business problems.</p>		

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Subject: Business Studies Curriculum Intent Year 11			
Term	Substantive Knowledge (The What)	Disciplinary Knowledge (The How)	Hinterland
Autumn	<p>Pupils will explore the purpose of human resources, its role within business and how it influences business activity. They will focus on the following areas:</p> <p>3.4 Human Resources</p> <ul style="list-style-type: none"> • 3.4.1 Organisational structures • 3.4.2 Recruitment and selection of employees • 3.4.3 Motivating employees • 3.4.4 Training 	<p>AO1: Pupils will know and understand business concepts, terminology, and objectives. They will explore the nature of business activity and how it impacts on individuals and the wider society.</p> <p>AO2: Pupils will apply knowledge and understanding to contemporary business issues and understand how these issues differ based upon types and sizes of businesses in local, national, and global contexts.</p> <p>AO3: Pupils will develop as enterprising individuals. They will form the ability to think both commercially and creatively to make informed business decisions and solve business problems. They will investigate and analyse real business opportunities and issues, constructing balanced, evidence-based arguments, demonstrating their business knowledge.</p>	<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Analysis of the organisational structure at Trinity High School. • Investigation and creation of CV's. • Personality tests taken and linked to future job roles.
Spring	<p>Pupils will explore the purpose of marketing, its role within business and how it influences business activity. They will focus on the following areas:</p> <p>3.5 Marketing</p> <ul style="list-style-type: none"> • 3.5.1 Identifying and understanding customers • 3.5.2 Segmentation • 3.5.3 The purpose and methods of market research • 3.5.4 The elements of the marketing mix: 4Ps 	<p>AO1: Pupils will know and understand business concepts, terminology, and objectives. They will explore the nature of business activity and how it impacts on individuals and the wider society.</p> <p>AO2: Pupils will apply knowledge and understanding to contemporary business issues and understand how these issues differ based upon types and sizes of businesses in local, national, and global contexts.</p> <p>AO3: Pupils will develop as enterprising individuals. They will form the ability to think both commercially and creatively to make informed business decisions and solve business problems. They will investigate and analyse real business opportunities and issues, constructing balanced, evidence-based arguments, demonstrating their business knowledge.</p>	<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Dragons den – investigation into how the business identifies their customers needs.

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Summer	<p>Pupils will explore the purpose of finance, its role within business and how it influences business activity. They will focus on the following areas:</p> <p>3.6 Finance</p> <ul style="list-style-type: none"> • 3.6.1 Sources of finance • 3.6.2 Cash flow • 3.6.3 Financial terms and calculations • 3.6.4 Analysing the financial performance of a business <p>Structured revision and exam practice of all content will take place leading up to the final GCSE exams. Pupils will understand the interdependent nature of business operations, human resources, marketing, and finance. Pupils will be able to give examples of how business objectives would be split into functional plans with clear links throughout.</p>		<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previous weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Investigation into current sources of finance available to both individuals and businesses. • Concentration of financial position in relation to the pharmaceutical industry, particularly AstraZeneca.
Year 11 End Point	<p>By the end of Year 11, pupils will draw together their knowledge, skills and understanding from across the full course of study to analyse the impact of different business issues on the four functional areas. They will be able to analyse the impact on both the business and stakeholders and make informed judgements on how businesses can solve these problems. Finally, they will develop their ability to deal with situations critically and reflectively, which in turn will benefit them in their future working lives.</p>		

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Subject: Business Studies Curriculum Intent Year 12			
Term	Substantive Knowledge (The What)	Disciplinary Knowledge (The How)	Hinterland
Autumn	<p>3.1 What is business</p> <ul style="list-style-type: none"> • 3.1.1 Understanding the nature and purpose of business • 3.1.2 Understanding different business forms • 3.1.3 Understanding that businesses operate within an external environment <p>3.3 Marketing Performance</p> <ul style="list-style-type: none"> • 3.3.1 Setting marketing objectives • 3.3.2 Understanding markets and customers • 3.3.3 Making marketing decisions: STP • 3.3.4 Making marketing decisions: using the marketing mix 	<p>AO1: Pupils will gain a holistic understanding of business in a range of context. They will study businesses behaviour from a range of perspectives and be aware of the ethical dilemmas and responsibilities faced by organisation and individuals.</p> <p>AO2: Pupils will have the opportunity to develop a critical understanding of organisations ability to meet society’s needs and wants. This will enable them to advance their understand of how businesses could respond to issues.</p> <p>AO3: Pupils will analyse issues within businesses, this will be supported by their development of numerical skills and application to a range of business contexts. They will both acquire and develop their critical analysis and problem-solving skills to analyse issues within business, allowing them demonstrate an understanding of the external and internal influences impacting businesses.</p>	<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Relevant links to businesses are embedded throughout. • Pupils to complete both primary and secondary market research and analyse their data. • Research and analysis completed on current marketing campaigns. • Current and up-to-date information based on unemployment levels, interest rates, exchanges rates and share prices • Pupils the impact and influence that the external environment has on businesses • Research and analysis conducted on different business

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			forms using real-life businesses as examples
Spring	<p>3.2 Managers & Leadership</p> <ul style="list-style-type: none"> • 3.2.1 Understanding management, leadership and decision making • 3.2.2 Understanding management decision making • 3.2.3 Understanding the role and importance of stakeholders <p>3.4 Operational Performance</p> <ul style="list-style-type: none"> • 3.4.1 Setting operational objectives • 3.4.2 Analysing operational performance • 3.4.3 Making operational decisions to improve performance: increasing efficiency and productivity <p>3.5 Financial Performance</p> <ul style="list-style-type: none"> • 3.5.1 Setting financial objectives • 3.5.2 Analysing financial performance • 3.5.3 Making financial decisions: sources of finance • 3.5.4 Making financial decisions: improving cash flow and profits <p>3.6 HR Performance</p> <ul style="list-style-type: none"> • 3.6.1 Setting human resource objectives • 3.6.2 Analysing human resource performance • 3.6.3 Making human resource decisions: improving organisational design and managing the human resource flow 	<p>AO4: Pupils will utilise their business skills to make informed judgements and propose solutions for businesses, generate both enterprising and creative approaches to solve problems and issues.</p>	<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Relevant links to businesses are embedded throughout. • Analysis of recent PLC business accounts published. • Exploration of HR structure in relevant businesses. • Pupils develop understanding of models and formulas relating to leadership styles • Analysis of stakeholders and the power and interest they have in businesses • Investigation into different methods of production, objectives, and inventory control • Pupils examine the importance of quality to improve business performance

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			<ul style="list-style-type: none"> • Concentration on improving business performance by researching supply chains and inventory levels
Summer	<p>3.4 Operational Performance</p> <ul style="list-style-type: none"> • 3.4.4 Making operational decisions to improve performance: improving quality • 3.4.5 Making operational decisions to improve performance: managing inventory and supply chains <p>3.6 HR Performance</p> <ul style="list-style-type: none"> • 3.6.4 Making human resource decisions: improving motivation and engagement • 3.6.5 Making human resource decisions: improving employer-employee relations <p>3.7 Analysing the strategic position of a business Analysing the external environment to assess opportunities and threats</p> <ul style="list-style-type: none"> • 3.7.4 Political and legal change • 3.7.5 Economic change • 3.7.6 Social and technological • 3.7.7 The competitive environment 		<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Relevant links to businesses are embedded throughout. • Research project, completing PESTEL analysis on a MNC.
Year 12 End Point	<p>By the end of Year 12, pupils will have a clear understanding of the topic areas: 3.1-3.6 and part of 3.7. Pupils will be able to draw together their knowledge, skills and understanding of the course so far to construct and develop a critical understanding of organisations and their ability to meet society’s needs and wants. They will be able to utilise both the theory and additional knowledge they have surrounding business activities, to effectively analyse business opportunities, problems, and issues.</p>		

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Subject: Business Studies Curriculum Intent Year 13			
Term	Substantive Knowledge (The What)	Disciplinary Knowledge (The How)	Hinterland
Autumn	<p>3.7 Analysing the strategic position of a business</p> <ul style="list-style-type: none"> • 3.7.1 Mission, corporate objectives and strategy • 3.7.2 Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis • 3.7.3 Analysing the existing internal position of a business to assess strengths and weaknesses: overall performance • 3.7.8 Analysing strategic options: investment appraisal <p>3.8 Choosing strategic direction</p> <ul style="list-style-type: none"> • 3.8.1 Strategic direction: choosing which markets to compete in and what products to offer • 3.8.2 Strategic positioning: choosing how to compete 	<p>AO1: Pupils will gain a holistic understanding of business in a range of context. They will study businesses behaviour from a range of perspectives and be aware of the ethical dilemmas and responsibilities faced by organisation and individuals.</p> <p>AO2: Pupils will have the opportunity to develop a critical understanding of organisations ability to meet society’s needs and wants. This will enable them to advance their understand of how businesses could respond to issues.</p> <p>AO3: Pupils will analyse issues within businesses, this will be supported by their development of numerical skills and application to a range of business contexts. They will both acquire and develop their critical analysis and problem solving skills to analyse issues within business, allowing them demonstrate an understanding of the external and internal influences impacting businesses.</p>	<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Relevant links to businesses are embedded throughout. • Ratio analysis of Tesco’s financial accounts and exploration of the impacts of these. • Using real-life business examples when looking at mission statements, business objectives and specific strategies
Spring	<p>3.10 Managing strategic change</p> <ul style="list-style-type: none"> • 3.10.1 Managing change • 3.10.2 Managing organisational culture • 3.10.3 Managing strategic implementation • 3.10.4 Problems with strategy and why strategies fail 		<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be

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		<p>AO4: Pupils will utilise their business skills to make informed judgements and propose solutions for businesses, generate both enterprising and creative approaches to solve problems and issues.</p>	<p>shared with pupils. Three questions linked to business theory will be discussed in the class.</p> <ul style="list-style-type: none"> • Relevant links to businesses are embedded throughout. • Exploration of businesses culture and links to different countries, such as Germany and Japan.
<p>Summer</p>	<p>Developing from Year 12 & 13 All content areas 3.1 – 3.10</p>		<ul style="list-style-type: none"> • Weekly news quiz, 10 questions formulated based upon the previously weeks top business news. • Weekly news story, a relevant news story of the week will be shared with pupils. Three questions linked to business theory will be discussed in the class. • Relevant links to businesses are embedded throughout.
<p>Year 13 End Point</p>	<p>By the end of Year 13, pupils will have a clear understanding of the range of business theory that can be applied to business scenarios. They will be able to demonstrate the interrelated nature of business using models, theories, and techniques to support analysis of contemporary business issues. Pupils will have the knowledge and skills needed to analyse data, think critically about issues, and make informed decisions, all skills that are imperative for further study and employment.</p>		