

Topic Sequencing and Rationale

Key Stage 4 GCSE Business Studies

The delivery of topics is in line with the OCR specifications. This is to ensure transparency to students, showing that topic delivery is in line with the specification, textbooks, online resources, etc. Within these topics though we have flexibility to deliver elements in response to a range of internal and external factors, such as the level of student understanding or news and externalities that would support curriculum delivery. To ensure that students build their knowledge, it must not be assumed that students have knowledge, but ensuring it, before progression through the curriculum occurs. In terms of why this and why then, we have thought about the bigger picture that we are working towards and the big ideas we want students to engage with¹.

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	Business 1: business activity, marketing and people (01) Topic 1: Business Activity Topic 2: Marketing Topic 3: People	Topic 1 is a vital introduction to how businesses work. The initial topic focussed on an overall introduction to business and the way in which businesses operate. This then leads nicely into two of the more important but easier functional areas for students to understand. Both Marketing (market research/advertising) and then People (Human resources) to get a big picture about internal factors that affect businesses. The bigger picture here is about understanding entrepreneurialism.
	11	Business 2: operations, finance and influences on business (02) Topic 4: Operations Topic 5: Finance Topic 6: Influences on business Topic 7: The interdependent nature of business	<p>For Year 2 of the course, we begin by looking at the operational activities and how products and services are made. This then leads nicely onto the different costs that are involved within the production/manufacturing process and how these costs, along with revenues are calculated, ultimately leading to the financial documents that are needed in order for the business to not only run but also received finance from institutions.</p> <p>We finish the course by looking at a business's external factors such as globalisation, ethics and environmental issues businesses face as students have learnt the internal theory and now look at the impact's businesses have upon the external world. This is the bigger picture that are working towards in Year 11. Then section 7 illustrates the links between the different sections of the specification. This is done last as it is synoptic (focussed on content from both units)</p>

¹ Mary Myatt lab. Curriculum questions. <https://marymyattlab.com/courses/curriculum-questions/>

Key Stage 4 BTEC Enterprise

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	<p>Component 1: Exploring Enterprises</p> <p>Component 2: Planning for and Pitching an Enterprise Activity</p>	<p>Component 1 looks at being an entrepreneur and the skills and characteristics needed to become one. These are then looked at in more detail to determine if they correlate with a business's success or not. This component also looks at what makes entrepreneurs successful but also the factors that affect small/medium enterprises from both the inside and outside of a business, which includes decision making and preventing becoming unsuccessful.</p> <p>Component 2 follows on nicely from Component 1 as it allows students to come up with their own enterprise activity, which will be planned and pitched (like Dragons Den) to find out if students have what it takes to become a successful entrepreneur. Students will build on their knowledge from Component 1 (researching and analysing SME's) to try and make their own idea a success.</p>
	11	<p>Component 2: Planning for and Pitching an Enterprise Activity</p> <p>Component 3 Exam: Promotion and Finance for Enterprise</p>	<p>Component 3 looks at the promotion and finance of an enterprise. This leads on nicely from Component 2 as once students have an idea for their enterprise, the next thing they will need to do it promote it. They will also need to plan the finances for the business including where they would get finance from. (As a young entrepreneur) They will look at how other businesses plan and manage their finances and the day-to-day process of sales and purchases from a business's perspective.</p> <p>Components 1 & 2 are assessed internally through assessments whereas Component 3 is an external exam which is suited to a more mature Enterprise student due to the breadth of knowledge, rigour and expectations required.</p>

Topic Sequencing and Rationale

Key Stage 5 A Level Business Studies

	Year	What is taught? Overview of Topics	Why this? Why then?
KS5	12	<p>3.1 What is business?</p> <p>3.2 Managers, leadership and decision making</p> <p>3.3 Decision making to improve Marketing performance</p> <p>3.4 Decision making to improve Operation performance</p> <p>3.5 Decision making to improve financial performance</p> <p>3.6 Decision making to improve Human Resource performance</p>	<p>Understanding the foundations of Business Studies, across a range of functional areas. Focusing on tactical decision making and internal influences.</p> <p>Introduction of business theories, concepts and models that underpin the subsequent topics.</p> <p>Students to develop the knowledge and skills needed to think critically and consider the different functional areas of business.</p> <p>Focussing on tactical decision making.</p> <p>Develop numeracy skills in a range of business contexts.</p> <p>Develop an enthusiasm for business.</p>
	13	<p>3.7 Analysing the strategic position of a business</p> <p>3.8 Choosing strategic direction</p> <p>3.9 Strategic methods: how to pursue strategies</p> <p>3.10 Managing strategic change</p>	<p>Building on the foundation of Business Studies, to consider strategic decision making and external influences, underpinned with real business examples and models.</p> <p>Topics 3.7 to 3.10 demonstrate the holistic nature of business, drawing on the business essentials from Year 12.</p> <p>Developing the tactical decision making covered in Year 12 to strategic decision making in Year 13.</p> <p>Develop application to a variety of contexts, including external factors. Also develop critical thinking and consideration of real business scenarios.</p> <p>Gain holistic understanding of business in a range of contexts.</p>

			Develop an understanding of organisations place in society.
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Key Stage 5 BTEC Business

	Year	What is taught? Overview of Topics	Why this? Why then?
KS5	12	Unit 1 Exploring Business Unit 2 Developing a Marketing Campaign (Exam)	<p>Unit 1 is an introductory unit, where learners study the purposes of different businesses, their structures, the effect of the external environment and how they need to be dynamic and innovative to survive. Unit 1 acts as the foundations on top of which more specific business knowledge understanding can be built.</p> <p>Unit 2 builds on the strong foundations laid with Unit 1, which involves students planning and developing a marketing campaign for a real business scenario within the pre released material. This unit provides students with an important insight into how important marketing is for business and will help students make an informed choice as to whether they want to specialise in marketing in their future education or employment.</p>
	13	Unit 3 Personal and Business Finance (Exam) Unit 8 Recruitment and Selection Process	<p>Unit 3 is an examined unit that includes aspects of both personal and business finance. This is taught in Year 13 as students have already built a solid understanding of business and are also involved in the UCAS process and/or planning their progression post 18. Every student needs to understand personal finance, whether they have a career within the finance industry or not. We cover learning why money is important, how to manage money and how financial decisions made throughout life can affect you and the people around you.</p> <p>Unit 8 focuses on recruitment and selection. Building on the financial understanding and awareness developed in Unit 3, this final coursework unit prepares students for life Post 18. Students link the work on recruitment and selection to their own part time employment and reflect on areas to develop further before taking their first steps to their future careers. We cover the importance of recruitment and selection and a variety of selection tools. Through role play, students demonstrate their competences and receive constructive feedback outlining areas for improvement. This unit gives students a foundation for progression into employment, which is why we deliver it at the end of this course.</p>