



NOTTINGHAM GIRLS' ACADEMY

Business Curriculum

Purpose of Study

Business activity affects the daily lives of all people, as it influences jobs, incomes, and opportunities for personal enterprise and development, having a significant effect not only on the standard of living and quality of life, but also on the environment in which people live. All students will encounter the world of business. They, therefore, should understand how businesses function and the role it plays in our society. Students should familiarise themselves with the skills that are required in the business environment and the impact these skills can have on their own lives and on society. Studying business involves not only studying individuals, communities, and organizations, it involves assessing their needs and problems, as well as generating solutions. This subject will build a strong foundation for those students who wish to move on to further study and training in specialised areas such as management, international business, marketing, accounting, information and communication technology, or entrepreneurship. It will also provide practical skills for those who wish to move directly into the workplace. Business studies also provides students with a new, practical context for many of the subjects they have studied, including mathematics, science and technology, language, and social studies. Finally, as the business environment is dynamic and ever-changing, it can be an important tool to develop skills to cope with change.

Aims

The curriculum for business aims to ensure that all pupils:

- are able to enter the world of business or work with the necessary attributes to be successful entrepreneurs, leaders, and employees.
- acquire knowledge about the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise.
- acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching, and reviewing an enterprise idea.
- develop their technical skills, such as market research, planning, promotional and financial skills using realistic work scenarios.
- develop transferable skills such as leadership skills, cognitive and problem-solving skills, communication skills, team-working and adaptability, all of which are valued in both higher education and the workplace.

Curriculum-at-a-Glance: Business

	Half Term 1 Half Term 2	Half Term 3 Half Term 4	Half Term 5 Half Term 6
Year 10	Component 1: Exploring Enterprises	Component 1: Exploring Enterprises Component 3: Promotion and Finance for Enterprise	Component 3: Promotion and Finance for Enterprise
Year 11	Component 2: Planning for and Running an Enterprise Component 3: Promotion and Finance for Enterprise Revision Component 3 Exam	Component 2: Planning for and Running an Enterprise	Component 3: Promotion and Finance for Enterprise Component 3 Exam Resit
Year 12	Unit 3: Personal & Business Finance	Unit 6: Business Decision-Making	Unit 2: Designing Marketing Campaign Unit 9: Innovation and Enterprises
Year 13	Unit 1: Enterprise and Entrepreneurs Unit 4: Run a Business Enterprise	Unit 5: Business growth and Survival Unit 7: Social Enterprise	Exams Resit for units 2, 3 and 6 as appropriate

Medium Term Plan: Business

Year 10 & 11 Business

Knowledge, Qualifications and Assessment

What pupils will study during Year 10 & 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Year 10 Component 1: Exploring Enterprises Learning Aim A: Examine the characteristics of enterprises	20	Internal marked and externally moderated coursework based on three linked assignments	What an enterprise is, what activities they carry out, competition they face, how enterprises can attract and keep customers, the role of customer service, how identifying gaps in the market help, the reasons why enterprises fail. Definition of SMEs – micro, small, medium. The characteristics of SMEs – how many run it, number of employees, types of ownership, location/online. Purpose of enterprises, aims, objectives, types of products and services, how social and political pressures affect enterprises. Entrepreneurs – why they start enterprises, their characteristics, the skills needed.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.
Component 1: Exploring Enterprises Learning Aim B: Explore how market research helps enterprises to meet	20	Internal marked and externally moderated coursework based on three linked assignments	Importance of anticipating and identifying customer needs, customer expectations, after-sales service, ways in which products can be linked to demographics.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning.

customer needs and understand competitor behaviour			Using market research – qualitative, quantitative, primary methods, secondary methods, sources of secondary research. Understanding competitors, what makes products competitive, identifying competitors, how products can stand out.	Practice assignment tasks consolidation various learning.
Component 1: Exploring Enterprises Learning Aim C: Investigate the factors that contribute to the success of an enterprise	20	Internal marked and externally moderated coursework based on three linked assignments	Internal (understanding the market, keeping customers satisfied, effective planning and marketing, unforeseen human resource costs) and external (changes in costs, governmental changes, competitors, consumer confidence, changing consumer behaviour, changes in legislation) factors that can affect a business. Situational analyses – SWOT and PEST. Measuring the success using various methods – surviving, making a living, sales, market share, profit, customer satisfaction. Reasons for success.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.
Component 3: Promotion and Finance for Enterprise Learning Aim A: Promotion	29	Regular exam questions and mini-tests. End of Learning Aim test.	The promotional mix – different methods, suitability and factors. The use of advertising to inform. The message and the medium, sales, personal selling, public relations, direct marketing. Targeting and segmenting the market – impact, types of market, segments (demographic, geographic, psychographic, behavioural) Factors influencing choice of promotion methods – size of enterprise, budget, appropriateness, target market.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Mock questions that can be on any prior learning.
Component 3: Promotion and Finance for Enterprise	28	Regular exam questions and mini-tests. End of Learning Aim test.	Financial documents – types and importance. Payment methods – types and impact.	Use of retrieval grids to consolidate and recap previous learning.

<p>Learning Aim B: Finance</p>			<p>Sources of revenue and costs – income, start-up and running costs. Terminology in financial statements – turnover, cost of sales, gross profit, expenses, net profit, retained profit, fixed assets and current assets, current liabilities and long-term liabilities, debtors and creditors, net current assets, capital. Statement of comprehensive income – profit and loss over time, categorisation of total assets and liabilities. Profitability and liquidity – difference between cash and profit, and between liquidity and profitability. How to calculate profitability and liquidity ratios.</p>	<p>Starter tasks recapping prior learning. Mock questions that can be on any prior learning.</p>
<p>Year 11 Component 2: Planning for and Pitching an Enterprise Activity</p> <p>Learning Aim A: Explore ideas and plan for a micro-enterprise activity</p>	24	<p>Internal marked and externally moderated coursework based on one assignment linked to two other assignments</p>	<p>Generating ideas for a micro-enterprise activity – innovations, new contexts, new markets, factors to be considered, skills needed. Plan for a micro-enterprise activity – aims (financial and non-financial), products or services to be sold (price, cost, competitors), identifying the target market, methods of communicating with the customer (selection, cost effectiveness, design of materials), resources needed (physical, financial, human), risk assessment and contingency plans.</p>	<p>Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.</p>
<p>Component 3: Promotion and Finance for Enterprise</p> <p>Learning Aim C:</p>	21	<p>Regular exam questions and mini-tests. End of Learning Aim test. Mock including all three Learning Aims</p>	<p>Using cash flow data – cash, cash flow, difference between sales and purchases, cash flow statement and forecast. Financial forecasting – purpose, inflows, outflows.</p>	<p>Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning.</p>

Financial planning and forecasting			Ways to improve cash flow – analysis of cash flow information, cash flow problems, impact of timings of inflows and outflows and how to solve problems. Break-even analysis and break-even point – how to construct and interpret a break-even graph, costs, sales, margin of safety, break-even calculation/point, the importance and the limitations. Sources of business finance – different types and advantages/disadvantages.	Mock questions that can be on any prior learning.
Component 2: Planning for and Pitching an Enterprise Activity Learning Aim B: Explore ideas and plan for a micro-enterprise activity	21	Internal marked and externally moderated coursework based on two assignments and linked to the previous assignment	Pitching a micro-enterprise activity – how to pitch. Presenting a business pitch – presentation skills (behaviour, attitude, preparedness, consideration of audience, use of aids), communication skills (body language, language and tone, pace, projection, use of terminology, listening and handling questions)	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.
Component 2: Planning for and Pitching an Enterprise Activity Learning Aim C:	21	Internal marked and externally moderated coursework based on two assignments and linked to the previous assignment	Using feedback and review to identify possible changes to the pitch – receiving feedback from audience, reviewing the plan and personal performance and reflecting on feedback, recommending improvements to plan and performance.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.

Qualities

During Years 10 & 11, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How the Year 10 & 11 Business curriculum contributes to developing this quality:
Respect	Through verbal communication to an audience, demonstration of British Values, environmentally friendliness and being ethical in Business practices
Kindness	Serving as Business prefect and helping in department as a helper during open evening To be prepared to help peers who struggle or need assistance with running their enterprises e.g. sales and marketing session
Tolerance	Respect for each other's opinion when carrying out a piece of business Project, understand diversity in culture, religion and ethnicity.
Resilience	Participate in Enterprise activities, in school, in local community and nationally e.g. PJE Tycoon 2K and 3K
Creativity	To be innovative in coming up with business enterprise ideas through Business Tycoon Scheme
Positivity	To understand that there is a risk factor in any business venture and to adapt proactive approach to minimise risk
Integrity	To show accountability in day to day handling of money and demonstrate a good sense of social/corporate responsibility
Aspiration	To believe in the power of entrepreneurship by emulating characteristics of successful entrepreneurs
Empathy	To use positive language and good gestures in re-assuring one another when Business ventures/plans fail

Skills

During Years 10 & 11, pupils will have opportunities to develop the following wider skills:

Skill Area	How the Year 10&11 Business curriculum contributes to developing this skill area:
Literacy & Numeracy	Numeracy: Calculation of financial ratios, profit & loss, percentages, adding and subtracting large figures Literacy: Writing a well-structured report, use of correct tenses and financial keywords
Communication	Presentation of Reports and delivering business-related speech and debate on issues faced in the world of business
Problem Solving	Brainstorming Business ideas, learn decision making skills, analysis of financial data, syntheses of information, deciding the best and alternative course of actions for a business problem
Leadership	Project manager role, Business Manager role, Business Prefect
Collaboration	Project management skills, working as part of group on Business projects
Metacognition	Use of visual materials such as charts, mind-maps and product design ideas in presentation
Physical, Practical and Technical	Market research through survey, interviews, mock recruitment interview, presentations, product design, creation of promotional materials for a business using technology
Digital Literacy	Use of ICT to produce marketing materials, design of products by use of Microsoft software packages, use of computerised accounting systems in solving complex financial problems.

Enrichment

During Years 10 & 11, the following events, visits, and trips will enrich the Business curriculum:

Event, Visit or Trip	Linked unit(s) of study	How the event, visit or trip enriches the curriculum:
PJEA Tycoon	Component 3	Understand how entrepreneurship works by participating in Business Tycoon Award programme, meet up with variety of Entrepreneurs from all walks of life and learn from their experiences. Students are able put the theory into practice and see the relevance and links between different elements of learning.
PJEA EntFest	All	Visit to PJEA event – talks from entrepreneurs, collection of graduation certificate. Experience of people who have actually done it and the advice and help they give.
PJEA flash challenges	Various	Short competition activities based around the work currently being undertaken. Results are collected by PJEA and winners who get a prize are chosen from across the country. Students are able put the theory into practice and see the relevance and links between different elements of learning.

Year 12 & 13 Business

Knowledge, Qualifications and Assessment

What pupils will study during Year 12 & 13, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge What will pupils produce at the end of a unit to demonstrate their learning?	Learning Journey What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?	Learning Consolidation What prior learning will pupils consolidate using spaced retrieval and spaced practice?
Year 12 Unit 3: Personal and Business Finance	120	Regular exam questions and mini-tests. Mock exams. Presentations.	Understand the importance of managing personal finance. Decide on different ways to pay. Understand different types of Current accounts features, advantages, disadvantages and services offered. Able to calculate revenue and profit from a given business information. Understanding analysing and preparation of financial information. Apply knowledge learnt in finance to help solve problems in their personal lives	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Mock questions that can be on any prior learning.
Unit 6: Business Decision-Making	120	Regular exam questions and mini-tests. Mock exams. Presentations.	Students can justify Business ideas in different ways. Understand sources for data collection and techniques to analyse data effectively for business purposes. Use business models to aid decision making. Help consolidate understanding and skills to enable learners' to interpret data, and to formulate decisions and solutions to given complex business problems.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Mock questions that can be on any prior learning.

Unit 2: Developing a Marketing Campaign	90	Regular exam questions and mini-tests. Mock exams. Presentations.	Learners will be able to critically evaluate information and data relating to the development of a successful marketing campaign in context. They can apply a range of relevant marketing concepts and decision-making tools in order to give justified recommendations for a campaign within budget. Ability to analyse marketing information and data. Ability to interpret the potential impact and influences on marketing campaigns. Ability to develop marketing skills necessary to draw a successful marketing campaign for a given business.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Mock questions that can be on any prior learning.
Unit 9: Innovation and Enterprises	60	Internal marked and externally moderated coursework based on assignments.	Learners will produce a comprehensive case study based on in-depth research using a variety of secondary and primary resources. Learners will be able to evaluate the impact of different sources of innovation on the innovation process, and provide evaluative evidence of the impact of the innovation on business performance. Learners will consider both financial and non-financial performance measures, clearly distinguishing between business success and failure and the role of the entrepreneur. Learners will come to a justified conclusion supported by relevant evidence. How to present a case in a professional and logically structured way.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.

			<p>How to use the correct business and financial terminology.</p> <p>How to produce high-quality written language in business.</p>	
<p>Year 13</p> <p>Unit 1: Enterprise and Entrepreneurs</p>	90	<p>Internal marked and externally moderated coursework based on assignments.</p>	<p>Learners will produce a comprehensive report on an entrepreneur and their enterprise(s). Their presentation will be professional, logically structured, use the correct business and financial terminology and contain high-quality written language.</p> <p>It will include motivation, barriers and an evaluation of the impact on the economy. Learners will evaluate the mindset of the entrepreneur and the way in which they have weighed up risks versus opportunities.</p> <p>Professional speaking, logical presentation, research and analysis skills.</p> <p>How to synthesise data to make informed decisions.</p>	<p>Use of retrieval grids to consolidate and recap previous learning.</p> <p>Starter tasks recapping prior learning.</p> <p>Practice assignment tasks consolidation various learning.</p>
<p>Unit 4: Launch and Run an Enterprise</p>	90	<p>A large-scale activity requiring: self-direction of planning, research, exploration of different options, production of outcome and review done by learners at the end.</p> <p>Internal marked and externally moderated coursework based on assignments.</p>	<p>Learners will carry out in-depth research using primary and secondary research sources to present a well-argued case for bringing a product or service to the market.</p> <p>Learners' enterprise plans will include an evaluation of the feasibility of their proposed enterprise, using a comprehensive financial analysis of the costs and income associated with the enterprise moving forward.</p> <p>Their plan will be well structured, use appropriate terminology and contain</p>	<p>Use of retrieval grids to consolidate and recap previous learning.</p> <p>Starter tasks recapping prior learning.</p> <p>Practice assignment tasks consolidation various learning.</p> <p>The learning challenge will draw on theoretical activities done in Unit 2, 3 and 6 in year 12.</p>

			quality written language. It will include a detailed marketing plan with realistic targets, incorporating both financial and non-financial performance measures. Research, planning, marketing techniques, financial management, entrepreneurial and presentation skills.	
Unit 5: Growth & Survival	90	Internal marked and externally moderated coursework based on assignments.	Learners will individually prepare a report, which incorporates a wide range of research evidence drawn from relevant sources. Learners will evaluate the impact on resource requirements at different stages in the product life cycle. Learners will relate these impacts to growth measures, sales turnover, market share and profit margins. Research and enquiry, data analysis, numeracy and presentation skills.	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.
Unit 7: Social Enterprise	60	Internal marked and externally moderated coursework based on assignments.	Learners will be able to critically evaluate and synthesise information relating to business viability and future business success. They can apply key concepts and business decision-making models to real-life scenarios, analyse complex information and financial data from different sources and assess its impact and influence on business decisions. Learners can consider the implications in the context of the business information and financial detail both given and created, making appropriate justified	Use of retrieval grids to consolidate and recap previous learning. Starter tasks recapping prior learning. Practice assignment tasks consolidation various learning.

			recommendations for necessary future actions.	
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Educational Talk from Capital One, PJEA resource personnel	Unit 3	Help student experience how financial or money matters work in real world e.g. how to apply for an account, manage bank account, borrow and spend money responsibly.
Visit to businesses e.g. The Treat Kitchen	Unit 1, 4, 3	Meet entrepreneurs, know how business and work environment looks like and to understand why some businesses are successful and others fail.
Nottingham University Business School	Unit 9,	To learn about the power of innovation and come up with solution to problems in the world of Business
PJEA EntFest	All	Visit to PJEA event – talks from entrepreneurs, collection of graduation certificate. Experience of people who have actually done it and the advice and help they give.
PJEA flash challenges	Various	Short competition activities based around the work currently being undertaken. Results are collected by PJEA and winners who get a prize are chosen from across the country. Students are able put the theory into practice and see the relevance and links between different elements of learning.