

## Business Year 11 Curriculum Overview

What is the Year 11 Business curriculum aiming to achieve?		
What do we want our Year 11 Business) to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ul style="list-style-type: none"> <li>To have students who are:</li> <li>Resilient and Confident learners</li> <li>Developed Extended Writing strategies</li> <li>Numerate and comfortable using a range of formula</li> <li>Inquisitive Problem Solvers</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies is a new course in Year 10, however, there will be similar skills developed in KS3 such as:</li> <li>Oral Literacy</li> <li>Extended Writing Strategies</li> <li>Develop numeracy</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to use GCSE Pod outside of lesson and to develop examination technique using the BLT approach in their home learning.</li> <li>Talk to students about the Business World and Encourage students to engage in information about the UK economy and world economy.</li> </ul>

How are we organising the Year 11 Business curriculum?						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Business Growth (2.1) Human Resources (2.5)	Ethics and the Environment (2.1) External Influences (1.5)	Business operations (2.3) Quality and Stock control (2.3)	Operations and Technology (2.3) Productivity and Efficiency (2.3)	Revision and GCSE Paper 1 – Investigating a small business	Year 11 Paper 2 – Building a Business
Threshold Concepts	What are the methods of growth? Why aims and objects evolve?	What is the impact of ethical and environmental factors on a business? How does the external influenced impact?	What are the Purpose of business operations, managing stock and maintaining quality?	What are the positive and negative impacts of technology on production? Why is productivity and Efficiency important?	What are the local, national and international contexts and how do these contexts influence behaviour and decisions?	What are the independent nature of business activity through interactions with operations, finance, HR and marketing?
Skills	<ul style="list-style-type: none"> <li>Resilience</li> <li>Confidence</li> <li>ICT skills</li> <li>Literacy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Confidence</li> <li>ICT skills</li> <li>Literacy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Confidence</li> <li>ICT skills</li> <li>Literacy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Confidence</li> <li>ICT skills</li> <li>Literacy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Confidence</li> <li>ICT skills</li> <li>Literacy</li> <li>Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Resilience</li> <li>Confidence</li> <li>ICT skills</li> <li>Literacy</li> <li>Numeracy</li> </ul>
Enrichment within the curriculum	Post Covid - Students will have the opportunity to listen to guest speakers from the Business World across the GCSE course. Students will be able to engage in enterprise activities as well as learning how Businesses operate from a variety of different videos.					
Cross curricular links	The Business & Economic curriculum makes links to a number of different subjects that students will study from other departments. Some examples of links are noted below: <b>Mathematics:</b> the use of data figure to come to judgements and illustration of statistics <b>Geography:</b> the link between globalisation and the impact on businesses and local people <b>English:</b> reading, writing - especially for extended written responses <b>Psychology:</b> consumer behaviour <b>Sociology:</b> trends in society					

Extra-curricular opportunities	Business students are encouraged to watch TV programmes such as The Apprentice and Dragon’s Den. This is to help the students to become more aware of the world around them. There are other Enterprise opportunities such as the MAAC charity Enterprise Activity.
--------------------------------	---

**What are the intended outcomes of the Year 11 (insert subject name here) curriculum?**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Knowledge tests, Exam Questions based on 3, 6, 9, 12 mark questions using command words.	Knowledge tests, Exam Questions based on 3, 6, 9, 12 mark questions. Year 11 PPE.	Knowledge tests, Exam Questions based on 3, 6, 9, 12 mark questions using command words	Knowledge tests, Exam Questions based on 3, 6, 9, 12 mark questions using command words	Knowledge tests, Exam Questions based on 3, 6, 9, 12 mark questions using command words	Knowledge tests, Exam Questions based on 3, 6, 9, 12 mark questions using command words.
Impact on personal development (SMSC)	Through the studies of ethics, students are able to learn about respecting the faiths, feelings and values of other countries and cultures. Students will be able to share opinions and reflect on sensitive and contentious issues such as child labour, global climate change and exploitation of developing countries. Students will be encouraged to make difficult moral decisions based on a range of ethical themes.					
Preparation for the next stage of education	In year 11, we develop GCSE assessment questions, concepts, key vocabulary and command words. This is where we introduce the BLT approach to exam questions that develops context, balance, analysis and evaluation. We also develop resilience, independence, confidence and oral literacy by creating activities that incorporate DIRT responses. This helps students to choose between Vocational Business Course and A Level Economics.					