







|                       |  |  |  |   |  |  |
|-----------------------|--|--|--|---|--|--|
| Assessment            | 7.1 Personal Finance Assessment<br>30 x Multiple choice questions  | 7.2 Business Finance Assessment<br>30 x Multiple choice questions                            | 7.3 Marketing Assessment<br>30 x Multiple choice questions   | 7.4 Careers & Entrepreneurship<br>30 x Multiple choice question   | 7.5 The Wider World<br>30 x Multiple choice questions  | 7.6 End of Unit Assessment<br>30 x Multiple choice questions   |
| Reading opportunities | <ul style="list-style-type: none"> <li>Economics news story</li> <li>History of money scenario</li> </ul>            | <ul style="list-style-type: none"> <li>Costs news story</li> <li>Finance scenario</li> </ul> | <ul style="list-style-type: none"> <li>Factor market news story</li> <li>Market research scenario</li> </ul>       | <ul style="list-style-type: none"> <li>Entrepreneur news story</li> <li>Careers scenario</li> </ul>               | <ul style="list-style-type: none"> <li>Tax news story</li> <li>Law scenario</li> </ul>                 | <ul style="list-style-type: none"> <li>Supply and demand news story</li> <li>Needs and wants scenario</li> </ul> |
| Writing Opportunities | 3 mark 'explain' answers   | 3 mark 'explain' answers   | 3 mark 'explain' answers   | 6 mark 'discuss' answers  | 6 mark 'discuss' answers   | 6 mark 'discuss' answers   |
| Vocabulary focus      | Producer<br>Consumer<br>Government<br>Infinite<br>Scarce<br>Economics<br>Business<br>Money<br>Cash<br>Credit<br>Bank | Start-up cost<br>Running cost<br>Fixed Cost<br>Variable Cost<br>Total Cost<br>Average cost   | Factor market<br>Product market<br>Primary research<br>Secondary research<br>Qualitative data<br>Quantitative data | Personal skills<br>Personal qualities<br>Entrepreneur<br>Apprenticeship<br>BTEC<br>A-levels<br>Transferable skill | Income tax<br>Direct Tax<br>Indirect Tax<br>Value Added Tax<br>Legislation<br>E-commerce<br>Technology | Supply<br>Demand<br>Equilibrium<br>Excess demand<br>Excess supply<br>Goods<br>Service<br>Needs<br>wants          |

| Y8                               | <u>Personal Finance</u><br>HT 1<br>  | <u>Business Finance</u><br>HT 2<br>   | <u>Marketing</u><br>HT 3<br>   | <u>Careers &amp; Entrepreneurship</u> HT4<br>  | <u>The Wider World</u><br>HT5<br>  | <u>Economics</u><br>HT6<br>   |
|----------------------------------|---|--|--|---|---|--|
| <p>Overview</p> <p>End point</p> | <p>We return to the personal finance unit. We will initially revisit the concept of economic decisions and recall the three main economic groups from 7.1 unit. We will build on this to understand the idea of opportunity costs we make as individuals. Students will learn about interest rates and their impacts on borrowers and savers. We also ensure students understand the types of bank accounts they may have and how they work.</p> <p>The aim of this unit is to develop economic awareness in our students. We want them to understand the financial consequences of their decisions and support them to make choices that will lead them to economic success.</p> | <p>Our students will firstly reflect on their 7.2 learning, recalling the costs that businesses incur and how to calculate them. We then support our students to understand how revenue is calculated and how this combined with their understanding of costs will enable them to calculate profit or loss. We then delve deeper by looking into gross and net profit and how businesses can analyse their costs based on gross and net profit.</p> <p>The aim of this unit is to ensure develop the mathematical skills that are needed to make basic business calculations. We will look to generate creative flair and business idea generating in later units but we want to ensure that the young entrepreneurs we are educating make calculated risks.</p> | <p>We will start out by reflecting on 7.3 marketing units, recapping on the methods of market research and the types of market. We are then building on this to look at how we can further break down the markets into smaller groups of similar buyers. We then introduce the marketing tool known as the marketing mix; the 4 p's. It is here students start to use their creativity and entrepreneurial qualities to generate products that meet the requirements of specific buyers.</p> <p>This unit has two purposes. One is to demonstrate how businesses target their products to specific buyers by having a coherent brand image, price, promotional strategy. The other is to broaden their understanding of society and the varying customer needs across the world.</p> | <p>In this unit we will be looking to develop our students understanding of the recruitment process. The idea of finding jobs that suit their skill sets which they will reflect on from the 7.4 unit. and the balance between ambition and realism. We will support students to develop their interpersonal skills, to build their confidence to practice being the interviewee and interviewer. It is never too early to teach these skills and how important first impressions can be.</p> <p>Our aim here is to open young people's eyes to the processes involved in searching for job opportunities and applying for them. We want our students to be ambitious to be in jobs that they enjoy and which are financially rewarding, but to understand the reality of the requirements and processes that make that possible.</p> | <p>After initially reflecting back on the 7.5 unit and the external factors effecting businesses and individuals, we will begin to explore further external influences. We will look again at interest rates which we looked at in 8.1 but with a heavier focus on the impact on the national economy and businesses. We will explore the types of unemployment and the impact this has on individuals and how the government responds to improve the economy. Finally, we will begin to look at exchange rates and how they impact consumer and national spending.</p> <p>We aim to further develop our students understanding of the factors that are outside of our control that can impact and influence the financial success of people and businesses. Understanding these factors will allow us to plan for them, and to avoid the negative impacts they may bring</p> | <p>We will begin this unit by looking back on the basic economic concepts in 7.6. This foundation of knowledge will allow students to develop an understanding of how prices are decided upon, how a consumer will buy more at a lower price and sellers will want to sell more for a higher price. We look at impacts on pricing due to increase in demand and factors that may cause that increase; such as population increase and changes in fashion. We will look at the impact of an increase in supply and the factors that cause this such as weather and costs of production.</p> <p>This unit is designed to demonstrate to students that prices are not static and are not determined by individual business owners alone. Through this unit we will begin to explore the fundamental differences between the study of business and that of economics</p> |
| <p>Knowledge and Skills</p>      | <p><u>Knowledge Steps</u><br/>8.1 Personal finance</p> <p><b>Recap LO1 - LO4</b><br/>LO5 Opportunity cost<br/>LO6 Factors of production<br/>LO7 Economic Sectors<br/>LO8 Interest Rates<br/>LO9 Bank Accounts/credit/debit</p>  | <p><u>Knowledge Steps</u><br/>8.2 Business Finance</p> <p><b>Recap LO1 - LO3</b><br/>LO4 Revenue<br/>LO5 Profit and Loss<br/>LO6 Gross and Net Profit</p>  | <p><u>Knowledge Steps</u><br/>8.3 Marketing</p> <p><b>Recap LO1 - LO3</b><br/>LO4 Market Segmentation<br/>LO5 Product<br/>LO6 Place<br/>LO7 Price<br/>LO8 Promotion</p>  | <p><u>Knowledge Steps</u><br/>8.4 Careers &amp; Entrepreneurship</p> <p><b>Recap LO1 - LO4</b><br/>LO5: Recruitment process<br/>LO6: Interviews<br/>LO7: Training and Induction</p>   | <p><u>Knowledge Steps</u><br/>8.5 The Wider World</p> <p><b>Recap LO1 - LO4</b><br/>LO4: Inflation<br/>LO5: Interest Rate<br/>LO6: Unemployment<br/>LO7: Exchange Rate</p>  | <p><u>Knowledge Steps</u><br/>8.6: Economics</p> <p><b>Recap LO1 - LO4</b><br/>LO6: Price functions<br/>LO7: Shift in demand<br/>LO8: Shift in supply<br/>LO9: Excess demand and supply</p>  |
| <p>Knowledge Organiser</p>       | <p>KS3 Personal Finance (Y7-Y9)</p>   | <p>KS3 Business Finance (Y7-Y9)</p>  | <p>KS3 Marketing (Y7-Y9)</p>   | <p>KS3 Careers &amp; Entrepreneurship (Y7-Y9)</p>   | <p>KS3 The Wider World (Y7-Y9)</p>  | <p>KS3 Economics (Y7-Y9)</p>   |

|                       |   |   |  |  |   |  |
|-----------------------|---|---|--|--|---|--|
| Assessment            | 8.1 Personal Finance Assessment<br>30 x Multiple choice questions   | 8.2 Business Finance Assessment<br>30 x Multiple choice questions   | 8.3 Marketing Assessment<br>30 x Multiple choice question  | 8.4 Careers & Entrepreneurship<br>30 x Multiple choice question  | 8.5 The Wider World<br>30 x Multiple choice questions   | 8.6 End of Unit Assessment<br>30 x Multiple choice questions   |
| Reading opportunities | <ul style="list-style-type: none"> <li>Interest rate news story</li> <li>Credit V debit scenario</li> </ul> | <ul style="list-style-type: none"> <li>Gross and net profit business press release</li> <li>Profit and Loss scenario</li> </ul> | <ul style="list-style-type: none"> <li>Marketing campaign story</li> <li>Marketing Mix scenario</li> </ul> | <ul style="list-style-type: none"> <li>Job description, person specification</li> <li>Interview questions</li> </ul>                     | <ul style="list-style-type: none"> <li>Inflation news story</li> <li>Exchange rate scenario</li> </ul>          | <ul style="list-style-type: none"> <li>Supply and demand news story</li> <li>Needs and wants scenario</li> </ul> |
| Writing Opportunities | 6 mark 'analyse' answers  | 6 mark 'analyse' answers  | 3 mark 'explain' answers   | 3 mark 'explain' answers   | 6 mark 'discuss' answers  | 6 mark 'discuss' answers   |
| Vocabulary focus      | Opportunity costs<br>Primary<br>Secondary<br>Tertiary<br>Land<br>Labour<br>Capital<br>enterprise            | Revenue<br>Profit<br>Loss<br>Gross profit<br>Net profit<br>Gross profit margin<br>Net profit margin                             | Market segmentation<br>Marketing mix<br>Price<br>Product<br>Place<br>Promotion                             | Qualifications<br>Interview<br>Personal specification<br>Job description<br>On the job training<br>Off the job training<br>Short listing | Inflation<br>Interest rate<br>Unemployment<br>Frictional<br>Structural<br>Cyclical<br>Seasonal<br>Exchange rate | Shift in demand<br>Shift in supply<br>Excess Supply<br>Excess Demand   |

| Y9                               | <u>Personal Finance</u><br>HT 1<br>   | <u>Business Finance</u><br>HT 2<br>  | <u>Marketing</u><br>HT 3<br>   | <u>Careers &amp; Entrepreneurship</u> HT4<br>  | <u>The Wider World</u><br>HT5<br>   | <u>Economics</u><br>HT6<br>   |
|----------------------------------|--|---|--|---|--|--|
| <p>Overview</p> <p>End point</p> | <p>We start this unit by revisiting the prior learning in personal finance. We then begin to explore the benefits of budgeting and how a family might decide a budget and how to stick to it. We will explore the moral dilemmas faced by many families with regards to making an ethical purchase versus a more affordable purchase; such as budget end clothing stores, battery farmed eggs etc. Students will then study the types of bank cards, bank loans, overdraft, credit cards etc available and the advantages and disadvantages of these. Finally, we will look at investment; pensions, stock market, bonds etc</p> <p>The overarching aim of this unit is to offer our year 9's a valuable insight into the world of banking, finance and investment options available; both now and as adults. We want them to go into their adult hood well informed on personal financial matters to allow them to make sensible decisions.</p> | <p>Now that students have built up their understanding of basic financial business calculations in 7.2 and 8.2, we can now build on this to start look at financial planning. We will learn new calculations to formulas which will enable students to analyse business options and determine the most financially viable decision. Students can make predictions for businesses based on a variety of potential inputs, such as varying quality therefore price of raw materials.</p> <p>Our end goal is to draw together the students' knowledge of business finance so that they can apply their understanding to business scenarios. Our young people can apply this transferable knowledge to their personal lives, financial planning based on a variety of options will support students to consider their choices and make calculated decisions for themselves.</p> | <p>We will consolidate our marketing knowledge in this unit and look apply the 7.3 and 8.3 knowledge when we look to understand customers' needs differ based on location, socio economic groups, gender, age group and many more factors. Once customers' needs are met and products are launched onto the market the products have varying lengths of life cycle, depending on the level of demand. We will teach students the impact of competition and e-commerce on businesses and how they must remain dynamic throughout the life of the business.</p> <p>We aim to open the eyes of our student to the varying 'customer needs' in different groups in society. We want them to understand how some businesses continue to adapt and respond to changing trends in order to remain successful. Ultimately resilience and flexibility are of key importance, we teach students this applies as an employee or employer.</p> | <p>Now that we have inspired our students in 7.4 and 8.4 to think about their own skills, the careers they may be interested in and how to access them; we now want them to think about the key drivers that motivate people in the work place and what they believe will motivate them. Is it money? Opportunity for progression? Team work? Level of responsibility? We will teach student that staff are regularly appraised, as they are in school and that most jobs will have an appraisal process to support the progression of staff but also to hold workers to account who are not meeting expectations.</p> <p>We believe it is important that we teach our students that there are expectations or standards in all job roles, and that to remain successful in your job/ career it is important to understand what it is that motivates you to meet these standards. We want students to understand think about work ethic and how to ensure they maximise their time in the work place to ensure success.</p> | <p>Having looked at many economic external factors impacting individuals and businesses in 7.5 and 8.5 we now move to look at factors of a different nature. Firstly, we look at laws set in the UK that impact business decision and therefore the consumers of those businesses, for example the sugar tax law. We also look at how these laws come about and who they aim to protect. We then look at the ever-evolving world of technology, by the nature of the topic the specific learning will change each year. Finally, we teach about pressure groups and business ethics, we ensure students are made aware of their power as consumes.</p> <p>Our goal in this unit is to ensure students are up to date on the current changes in technology, environment and legislation so that they can become well informed consumers. We want our young people to understand some the trade-off for businesses of profit versus ethics and as a consumer the choices they make between low cost and morally correct.</p> | <p>As we venture into our final unit of key stage 3 enterprise we reflect on our prior economic learning of 7.6 and 8.6 and the impact of supply and demand on price. We build on this to explore inelastic products that are not impacted by changes in demand or supply. We now move to explore the concept of globalisation. With many businesses operating in markets around the world it leads us to discuss the advantages and drawbacks of international trade for businesses and consumers. With an increased variety of produce from abroad comes competition for British companies.</p> <p>The aim of this unit is for our students to understand how globalisation effects them as consumers and the range of products they have access to which otherwise would not be possible. We also want them to understand the impact that international trade has on domestic and international economies, some of which now depend on international trade.</p> |
| <p>Knowledge and Skills</p>      | <p><u>Knowledge Steps</u><br/>9.1 Personal finance</p> <p><b>Recap LO1 - LO9</b><br/><b>LO10:</b> Budgeting<br/><b>LO11:</b> Moral Dilemmas<br/><b>LO12:</b> Loans/ Store credit<br/><b>LO13:</b> Investment</p>   | <p><u>Knowledge Steps</u><br/>9.2 Business Finance</p> <p><b>Recap LO1 - LO6</b><br/><b>LO7</b> Cash Inflows and Outflows<br/><b>LO8</b> Net Cash Flow<br/><b>LO9</b> Break Even charts<br/><b>LO10</b> Ratios</p>  | <p><u>Knowledge Steps</u><br/>9.3 Marketing</p> <p><b>Recap LO1 - LO8</b><br/><b>LO9:</b> Customer Needs<br/><b>LO10:</b> The competitive Environment<br/><b>LO11:</b> Product Life Cycle<br/><b>LO12:</b> E-commerce</p>  | <p><u>Knowledge Steps</u><br/>9.4 Careers &amp; Entrepreneurship</p> <p><b>Recap LO1 – LO7</b><br/><b>LO5:</b> Financial Motivation<br/><b>LO6:</b> Non-Financial Motivation<br/><b>LO7:</b> Appraisal Process<br/><b>LO8:</b> Specialisation/division of labour</p>  | <p><u>Knowledge Steps</u><br/>9.5 The Wider World</p> <p><b>Recap LO1 - LO7</b><br/><b>LO8:</b> Legislation<br/><b>LO9:</b> Artificial Intelligence<br/><b>LO10:</b> Ethics/ Pressure Groups</p>   | <p><u>Knowledge Steps</u><br/>9.6: Economics</p> <p><b>Recap LO1 – LO8</b><br/><b>LO9:</b> Globalisation<br/><b>LO10:</b> Price elasticity of demand<br/><b>LO11:</b> International trade<br/><b>LO12</b> Economies of Scale</p>   |

|                          |  |   |   |   |   |   |
|--------------------------|--|---|---|---|---|---|
| Knowledge<br>Organiser   | KS3 Personal Finance (Y7-Y9)   | KS3 Business Finance (Y7-Y9)  | KS3 Marketing (Y7-Y9)   | KS3 Careers & Entrepreneurship<br>(Y7-Y9)   | KS3 The Wider World (Y7-Y9)   | KS3 Economics (Y7-Y9)   |
| Assessment               | 9.1 Personal Finance Assessment<br><br>30 x Multiple choice questions  | 9.2 Business Finance Assessment<br><br>30 x Multiple choice questions   | 9.3 Marketing Assessment<br><br>30 x Multiple choice question   | 9.4 Careers & Entrepreneurship<br><br>30 x Multiple choice question   | 9.5 The Wider World<br><br>30 x Multiple choice questions   | 9.6 End of Unit Assessment<br><br>30 x Multiple choice questions  |
| Reading<br>opportunities | <ul style="list-style-type: none"> <li>• Compliments/<br/>substitute news story<br/>news story</li> <li>• Investment scenario</li> </ul> | <ul style="list-style-type: none"> <li>• Cashflow news story<br/>– local business</li> <li>• Break even scenario</li> </ul> | <ul style="list-style-type: none"> <li>• Competition news<br/>story</li> <li>• Product life cycle<br/>scenario</li> </ul> | <ul style="list-style-type: none"> <li>• Motivation news<br/>story</li> <li>• Motivation case study</li> </ul>                | <ul style="list-style-type: none"> <li>• Legislation news story</li> <li>• Ethics scenario</li> </ul> | <ul style="list-style-type: none"> <li>• Globalisation news<br/>story</li> <li>• Price elasticity<br/>scenario</li> </ul> |
| Writing<br>Opportunities | 3 mark 'explain' answers   | 6 mark 'discuss' answers  | 6 mark 'analyse' answers  | 9 mark 'Justify' answers  | 9 mark 'justify' answers  | 9 mark 'justify' answers  |
| Vocabulary<br>focus      | Committed spending<br>Discretionary spending<br>Ethics<br>Loan<br>Credit<br>APR<br>Return on Investment                                  | Cash inflow<br>Cash outflow<br>Net cashflow<br>Break even analysis<br>Unit contribution                                     | Price<br>Quality<br>Choice<br>Convenience<br>Direct competition<br>Indirect competition                                   | Commission<br>Piece Rate<br>Time rate<br>Bonus<br>Team work<br>Job enlargement<br>Job enrichment<br>Job rotation<br>Appraisal | Employment law<br>Consumer law<br>Artificial intelligence<br>e-commerce<br>Pressure groups<br>Ethics  | <b>Price elasticity of demand</b><br><b>Globalisation</b><br><b>Multinationals</b><br>Imports<br>Exports<br>SIN           |

## GCSE Business Curriculum Plan

| Y10                              | HT 1  | HT 2   | HT 3  | HT4   | HT5   | HT6   |
|----------------------------------|---|--|---|---|---|---|
| <p>Overview</p> <p>End point</p> | <p>In this unit we will introduce the Theme 1 Unit – Investigating a Small Business, by looking at why small businesses start up, the risks and rewards involved and the common skills and qualities of the entrepreneurs who are successful. <a href="#">(Linked to KS3 7.4 &amp; 8.4)</a></p> <p>We will then begin to look at the marketing knowledge needed to run a successful small business; to understand our customers, research their needs and how to compete with local rival businesses. <a href="#">(Linked to KS3 7.3, 8.3, 9.3)</a></p> <p><b>Our aim is to create awareness in our students of the reality of the risks in business, and by nature the type of confidence in decision making that is needed. We want them to come away understanding the importance of planning through market research to avoid business failure.</b></p> | <p>We begin this term by looking at the entrepreneurs aims and objectives for businesses, with some businesses goal to achieve financial success while others aspire to meet targets in line with improvements in society. We then revisit and apply the financial knowledge gained in KS3 and apply it to a variety of business scenarios. <a href="#">(Linked to KS3 7.2, 8.2 &amp; 9.2)</a></p> <p>We look at the sources of finance available to business, and the advantages and disadvantages of gaining finance in such ways. <a href="#">(Linked to KS3 8.1 &amp; 9.1)</a></p> <p><b>Our aim is to create awareness in our students of the reality of the risks in business, and by nature the type of confidence in decision making that is needed. We want them to come away understanding the importance of planning through market research to avoid business failure.</b></p> | <p>This term we embark on brand new learning about the legal options of start-up business and the implications of the decisions they make with regards to liability if the business fails, taxes and option to sell a share in the business. We then look at location choices before revisiting the marketing mix. We then look at the purposes and content required in a business plan giving students the opportunity to create their own business plans. <a href="#">(Linked to KS3 8.3)</a></p> <p><b>By the end of this half term students will have a clear understanding of some of the decisions they need to make in order to make their business more effective. Factor such as a coherent marketing mix and an appropriate location can have make or break impacts for small businesses operating in a competitive market.</b></p> | <p>We now begin to look at key stakeholders of businesses and their interests and influences in businesses depending on the type of business and nature of their relationship as a stakeholder. We look at the impacts of e-commerce, smart pay, machinery in mass production in the ever changing world of technology before looking in detail at laws such as health and safety, discrimination, minimum wage, trade description and sale of goods act. <a href="#">(Linked to KS3 9.5)</a></p> <p><b>Upon completing this unit we aim for our students to have developed a fairly broad understanding of the external factors that influence a business and understand the actions that a business might take to either maximise the benefits of this situation or limit the damage.</b></p> | <p>In half term 5 we will bring the new learning for theme 2, the second half of the course. This unit is designed to teach students about larger and growing businesses. We begin by looking at the methods businesses use to grow; increasing product ranges, takeovers, stock market flotation. We then explore how as a business grows so do their goals, which make include international expansion. We spend time exploring business ethics and how pressure groups influence large businesses behaviour. <a href="#">(linked to KS4 1.3, KS3 9.5)</a></p> <p><b>The aim of this unit is for students to understand how businesses enable growth and the changes in direction the might take. We want students to understand that international growth has pros and cons; with increased markets comes increased competition, tariffs, and other barriers to international trade.</b></p> | <p>During this final term of year 10 we revisit prior learning on the 4p's of the marketing mix, however in much more detail. We explore the design mix which ensures a product is designed to meet the requirements of the customer in terms of cost, aesthetics and function. We introduce the extension strategies used by businesses to extend the product life cycle During this term we will also look at the pricing strategies used by businesses and the desired impacts of their use; such as price skimming and price penetration. <a href="#">(Linked to KS3 7.3, 8.3, 9.3)</a></p> <p><b>We aim to give students a more in depth understanding of the use of the 4 p's as a marketing tool. Appropriate use leads to successful products with long product life cycles and a great reputation.</b></p> |
| <p>Knowledge and Skills</p>      | <p><b>Knowledge Steps</b><br/> <b>1.1-Enterprise &amp; Entrepreneurship</b><br/>           LO1: The Dynamic Nature of Business<br/>           LO2: Risk and reward<br/>           LO3: The role of business enterprise:<br/> <b>1.2-Spotting a Business Opportunity</b><br/>           LO1: Customer Needs<br/>           LO2: Market Research<br/>           LO3: Market Segmentation<br/>           LO4: The Competitive Environment</p>  | <p><b>Knowledge Steps</b><br/> <b>1.3-Putting a Business Idea into Practice</b><br/>           LO1: Business Aims and Objectives<br/>           LO2: Revenue, Cost and Profit<br/>           LO3: Cash and Cash flow<br/>           LO4: Sources of Business Finance</p>   | <p><b>Knowledge Steps</b><br/> <b>1.4-Making the Business Effective</b><br/>           LO1 The Options for Start Up and Small Businesses<br/>           LO2 Business Location<br/>           LO3 The Marketing Mix<br/>           LO4 Business Plans</p>  | <p><b>Knowledge Steps</b><br/> <b>1.5-Understanding External Influences on Businesses</b><br/>           LO1 Business stakeholders<br/>           LO2 Technology &amp; Business<br/>           LO3 Legislation and Business</p>   | <p><b>Knowledge Steps</b><br/> <b>2.1-Growing the Business</b><br/>           LO1: Business Growth<br/>           LO2: Changes in Aims &amp; Objectives<br/>           LO3: Business and Globalisation<br/>           LO4: Ethics, the environment and business</p>   | <p><b>Knowledge Steps</b><br/> <b>2.2-Making Marketing Decisions</b><br/>           LO1: Product<br/>           LO2: Price<br/>           LO3: Promotion</p>  |

|                       |   |  |  |   |  |   |
|-----------------------|---|--|--|---|--|---|
| Knowledge Organiser   | GCSE Business 1.1 -Enterprise & Entrepreneurship<br><br>GCSE Business 1.2-Spotting a Business Opportunity       | GCSE Business 1.3-Putting a Business Idea into Practice  | GCSE Business 1.4-Making the Business Effective  | GCSE Business 1.5- Understanding External Influences on Businesses  | GCSE Business 2.1-Growing the Business   | GCSE Business 2.2-Making Marketing Decisions  |
| Assessment            | 1.1 and 1.2 Assessment<br><br>50 multiple choice questions  | 1.3 Assessment<br><br>50 multiple choice questions   | 1.4 Assessment<br><br>50 multiple choice questions   | 1.5 Assessment<br><br>50 multiple choice questions  | 2.1. Assessment<br><br>50 multiple choice questions  | 2.2 LO1, LO2 & LO3 Assessment<br><br>50 multiple choice questions   |
| Reading opportunities | <ul style="list-style-type: none"> <li>Market research news story</li> <li>Segmentation case study</li> </ul>   | <ul style="list-style-type: none"> <li>Changing aims and objectives news story</li> <li>Sources of finance case study</li> </ul>     | <ul style="list-style-type: none"> <li>The Marketing Mix news story</li> <li>Options for Start Up case study</li> </ul>      | <ul style="list-style-type: none"> <li>Legislation news story</li> <li>Stakeholders case study</li> </ul> | <ul style="list-style-type: none"> <li>Takeover news story</li> <li>Ethics case study</li> </ul>       | <ul style="list-style-type: none"> <li>Extension strategy news story</li> <li>Pricing case study</li> </ul>                                       |
| Writing Opportunities | 3 mark 'explain' questions<br>6 mark 'discuss' questions  | 3 mark 'explain' questions<br>6 mark 'analyse' questions   | 2 mark 'outline' questions<br>9 mark 'analyse' questions   | 2 mark 'outline' questions<br>9 mark 'analyse' questions  | 2 mark 'outline' questions<br>12 mark 'evaluate' questions   | 2 mark 'outline' questions<br>12 mark 'evaluate' questions  |
| Vocabulary focus      | Obsolete<br>Financial security<br>Dynamic business<br>Segmentation<br>Quality<br>Choice<br>Convenience<br>Price | Aim<br>Objective<br>Net cashflow<br>Opening Balance<br>Closing Balance<br>Internal sources of finance<br>External sources of finance | Sole trader<br>Partnership<br>Private Limited Company<br>Corporation tax<br>Limited liability<br>Business plans<br>Proximity | Ethics<br>Morals<br>Sustainability<br>Stakeholder<br>e-commerce<br>Legislation                            | Merger<br>Takeover<br>Globalisation<br>Pressure groups<br>Boycott<br>Trade-off<br>Trade bloc<br>Tariff | Product portfolio<br>Design mix<br>Aesthetics<br>Extension strategies<br>Price Skimming<br>Price penetration<br>Competitor pricing<br>Loss leader |



| <b>Y11</b>                       | HT 1   | HT 2   | HT 3  | HT4  | HT5   |
|----------------------------------|--|--|---|--|---|
| <p>Overview</p> <p>End point</p> | <p>This term we will complete the 2.2 unit but exploring the locations and distribution channels used by businesses. We will then look at how the use of the marketing mix can build a competitive advantage.</p> <p>We then go on to look at a brand-new unit of learning which explores the production processes used by large businesses and the pros and cons of flow / mass production. Students will discuss the merit of building good relationships with suppliers and the knock on impacts on the reputation of your business.<br/><b>(Linked to KS3 7.3, 8.3, 9.3)</b></p> <p><b>The end point of the marketing unit is for students to fully understand the benefits of a coherent marketing mix, which creates a strong brand image and reputation for a business.</b></p> | <p>Before the November mock examinations, we will complete the 2.3 learning. This will include the concept of quality assurance and quality control and the merits of each style of managing quality; for example, allowing a business to control costs and gain a competitive advantage.</p> <p>We will also look at the break down of the sales process; the importance of having knowledgeable staff, engaging with our customers and providing a post sale service all ensure that customer have an enjoyable purchasing experience.</p> <p><b>New learning</b></p> <p><b>The aim of this unit is to understand the operational side of business, the stock and quality control that large scale businesses must put in place to maintain a good reputation.</b></p> | <p>We will complete the shortest of the units this term, for some this is the hardest, for others it is seen as easy marks; we return to our financial calculations once more, this time with the inclusion of interest, average rate of return and gross and net profit margins. We then begin the 10<sup>th</sup> and final sub unit which explores the structures used to organise the hierarchy of staff within a business; the importance of good communication channels and they ways of working. Contract types employed by businesses. We also return to recruitment, this time we take a deeper look at the documentation involved in the process<br/><b>(Linked to 7.2, 8.2, 9.2 also 8.4 and 9.4)</b></p> <p><b>By the end of the 2.4 unit the student will have been exposed to a full range of business calculations and will be able to use business data to draw conclusions and make predictions.</b></p> | <p>During this half term we will complete the learning for the Edexcel GCSE Business course. We delve deeper in the methods of internal and external staff training used and the merits of both. We also look at how businesses use a range of different methods to motivate staff. We will ensure students understand how some methods are better suited to particular businesses and how an incorrect method of financial motivation can lead to huge financial losses for large businesses.<br/><b>(Linked to 8.4 and 9.4)</b></p> <p><b>The end point of this term is to ensure students have a solid understanding of people as an asset to a business; that how we recruit, train, organise, monitor, communicate with and motivate the workforce is vital to success.</b></p> | <p>During this half term we will thoroughly test and knowledge check students knowledge of all units.</p> <p>We will recall key exam technique which we have worked on ever unit throughout the course.</p> <p>Students will go back over mock papers to highlight areas of strength and weakness.</p> <p><b>The aim of this is to ensure our students feel prepared; not just in their knowledge but how to meet the requirements of the examiner and play to their strengths to maximise their marks.</b></p> |
| Knowledge and Skills             | <p><b>Knowledge Steps</b><br/><b>2.2-Making Marketing Decisions (cont...)</b><br/>LO4: Place<br/>LO5: Using the marketing mix to make business decision</p> <p><b>2.3-Making Operational Decisions</b></p> <p>LO1: Business operations<br/>LO2: Working with suppliers</p>   | <p><b>Knowledge Steps</b><br/><b>2.3-Making Operational Decisions</b></p> <p>LO3: Managing quality<br/>LO4: The sales process</p> <p><b>Exam Preparation</b></p> <p><b>Y11 MOCKS</b></p>   | <p><b>Knowledge Steps</b><br/><b>2.4-Making Financial Decisions</b></p> <p>LO1: Business calculations<br/>LO2: Understanding business performance</p> <p><b>Knowledge Steps</b><br/><b>2.5- Making Human Resource Decisions</b><br/>LO1: Organisational Structures<br/>LO2: Effective Recruitment</p>   | <p><b>Knowledge Steps</b><br/><b>2.5- Making Human Resource Decisions</b></p> <p>LO3: Effective Training and Development<br/>LO4: Motivation</p>   |   |
| Knowledge Organiser              | GCSE Business 2.2-Making Marketing Decisions   | GCSE Business 2.3-Making Operational Decisions   | GCSE Business 2.4- Making Financial Decisions   | GCSE Business 2.5- Making Human Resource Decisions   | GCSE Business 1.1 to 2.5 knowledge organisers<br><br>Exam skills knowledge organiser  |

|                       |   |   |  |  |  |
|-----------------------|---|---|--|--|--|
|                       | GCSE Business 2.3-Making Operational Decisions  |   | GCSE Business 2.5- Making Human Resource Decisions   |  |  |
| Assessment            | 2.2 and 2.3 Assessment<br>50 multiple choice questions  | 2.3 Assessment<br>50 multiple choice questions  | 2.3 and 2.4 Assessment<br>50 multiple choice questions   | <u>EXTERNAL GCSE EXAM</u><br><br><u>Unit 1 Exam: Setting up a Business (50%)</u><br>1 hour 30 minutes<br>1.1 - 1.5                                   | <u>EXTERNAL GCSE EXAM</u><br><br><u>Unit 2 Exam: Growing a Business (50%)</u><br>1 hour 30 minutes 2.1 - 2.5 |
| Reading opportunities | <ul style="list-style-type: none"> <li>International relocation news story</li> <li>Stock control case study</li> </ul>           | <ul style="list-style-type: none"> <li>Quality control - product recall - news story</li> <li>Sales process case study</li> </ul> | <ul style="list-style-type: none"> <li>Business performance news story</li> <li>Return on investment case study</li> </ul>   | <ul style="list-style-type: none"> <li>Remote working motivation news story</li> <li>Hierarchical structure case study</li> </ul>                    | <ul style="list-style-type: none"> <li>Revising key topics</li> </ul>  |
| Writing Opportunities | 3 mark 'explain' questions<br>6 mark 'discuss' questions<br>6 mark 'analyse' questions  | 2 mark 'outline' questions<br>3 mark 'explain' questions<br>9 mark 'analyse' questions  | 3 mark 'explain' questions<br>6 mark 'discuss' questions<br>12 mark 'evaluate' questions   | 2 mark 'outline' questions<br>9 mark 'analyse' questions   | 3 mark 'explain' question<br>12 mark 'evaluate' questions  |
| Vocabulary focus      | Job production<br>Batch production<br>Flow production<br>Stock control<br>Buffer stock<br>Just-in-time stock control<br>Logistics | Quality control<br>Quality assurance<br>Competitive advantage<br>Guarantee<br>Customer engagement<br>Post-sales service           | Gross profit<br>Net profit<br>Margins<br>Average rate of return<br>Hierarchy<br>Centralised/ decentralised<br>Excessive communication<br>Freelance<br>Remote working | Formal training<br>Performance appraisal<br>Retention<br>Remuneration<br>Commission<br>Fringe benefits<br>Job rotation<br>Job enrichment<br>Autonomy |  |

## GCSE Economics Curriculum Plan

| Y10                  | HT 1   | HT 2  | HT 3   | HT4   | HT5  | HT6  |
|----------------------|--|---|--|---|--|--|
| Overview             | <p>Students look at the nature and purpose of economic activity based on the production of goods and services <a href="#">Linked to KS3 7.6</a></p> <p>Thus, leading to an understanding of how and why choices are made and that there is always a cost attached to any economic choice. <a href="#">Linking to KS3 7.1 and 8.1</a></p> <p>Students look at the role of markets in allocating scarce resources. This leads into an exploration of the different economic sectors and concludes with a look at benefits and costs of specialisation <a href="#">Linking to KS3 8.1</a></p> | <p>Students explore how prices are determined in a market using supply and demand. They look the impact that changes in supply and demand in one market can have on other markets. The section concludes with an investigation of price elasticities, including how they are calculated and interpreted. This means if price increases will demand increase a lot of a little bit – this depends on the product and whether it is a necessity or not. <a href="#">Linking to KS3 7.6, 8.6 and 9.6</a></p> | <p>Students explore the significance of cost, revenue, and profit for producers, leading to an understanding of the significance of productivity on increasing profits. <a href="#">Linking to KS3 7.2, 8.2 and 9.2</a></p> <p>Students explore the concept of economies of scale e.g. what happens if businesses buy in large quantities and the benefits these can bring. <a href="#">Linking to KS3 8.1</a></p> | <p>Students come to an understanding that there are different types of market structures and explore competitive and non-competitive markets. <a href="#">Linked to KS3 7.1</a></p> <p>Finally, students will look at the operation of the labour market and factors that determine wages. <a href="#">Linking to KS3 7.4 and 9.4</a></p> | <p>Students explore the meaning of market failure and that resources are not always allocated efficiently. Students will explore the costs associated with misallocation of resources, and how government intervention can counter this. <a href="#">Linked to KS3 8.1</a></p> | <p>Interest rates will be introduced briefly to illustrate the effect on saving, borrowing and spending; looking at how the government spend money as well as how they decide to spend it and the decisions they have to make. <a href="#">Linked to KS3 8.1</a></p> |
| End point            | <p>Our aims for this term are to build a foundation of knowledge which underpins the rest of Economics so they have a good basis for the rest of the GCSE</p>  | <p>Our aims for this term are to understand the fundamental issues of Economics which is demand and supply and how they are linked and how they relate to the economy and what is happening in the world around us.</p>   | <p>Our aims for this term are exposed to a range of Business calculations, as well as learning how larger companies can take advantage of lower average costs.</p>   | <p>Our aims for this term are to understand how markets work and how the actions of Businesses will change depending on how much competition is in their market.</p>  | <p>Our aims for this term are for the students to have an understanding of how external and private costs as well as external and private benefits have an impact on decision making.</p>  | <p>Our aims for this term are starting to look at macroeconomics. Understanding how government spending and taxation ca influence demand and supply.</p>   |
| Knowledge and Skills | <p><b>Knowledge Steps</b><br/> <b>1.1-Economic Foundations</b><br/> <b>LO1:</b> Economic activity<br/> <b>LO2:</b> The factors of production<br/> <b>LO3:</b> Making choices</p> <p><b>1.2-Resource Allocation</b><br/> <b>LO1:</b> Markets and allocation of resources<br/> <b>LO2:</b> Economic sectors<br/> <b>LO3:</b> Specialisation, division of labour and exchange</p>   | <p><b>Knowledge Steps</b><br/> <b>1.3- How prices are determined</b><br/> <b>LO1:</b> Demand<br/> <b>LO2:</b> Supply<br/> <b>LO3:</b> Equilibrium price<br/> <b>LO4:</b> Intermarket relationships<br/> <b>LO5:</b> PED<br/> <b>LO6:</b> PES</p>  | <p><b>Knowledge Steps</b><br/> <b>1.4- Production, costs, revenue &amp; Profits</b><br/> <b>LO1:</b> The importance of cost, revenue, and profit for producers<br/> <b>LO2:</b> Production and productivity<br/> <b>LO3:</b> Economies of scale</p>  | <p><b>Knowledge Steps</b><br/> <b>1.5- Competitive and concentrated markets</b><br/> <b>LO1:</b> market structures, producers, and consumers<br/> <b>LO2:</b> Competitive markets<br/> <b>LO3:</b> non-competitive markets<br/> <b>LO4:</b> The labour market</p>   | <p><b>Knowledge Steps</b><br/> <b>1.6 Market Failure</b><br/> <b>LO1:</b> Misallocation of resources<br/> <b>LO2:</b> Externalities</p>  | <p><b>Knowledge Steps</b><br/> <b>2.1- Introduction to the national economy</b><br/> <b>LO1:</b> Interest rates, saving, borrowing, spending and investment<br/> <b>LO2:</b> Government income and expenditure</p>   |
| Knowledge Organiser  | 1.1 and 1.2 <a href="#">Economic Foundations</a> & <a href="#">Resource Allocation</a>   | 1.3 How are prices determined   | 1.4 Production, costs, revenue and profits   | 1.5 Competitive and concentrated markets  | 1.6 Market Failure   | 2.1 Introduction to the National Economy   |
| Assessment           | 1.1 and 1.2 Assessment<br>50 multiple choice questions   | 1.3 Assessment<br>50 multiple choice questions  | 1.4 Assessment<br>50 multiple choice questions   | 1.5 Assessment<br>50 multiple choice questions  | 1.6 Assessment<br>50 multiple choice questions   | 21. Assessment<br>50 multiple choice questions   |

|                       |  |  |   |   |   |   |
|-----------------------|--|--|---|---|---|---|
| Reading opportunities | Case study – Nathan<br>News articles -   | News articles  | News articles<br>Case study – costs/rev/profit  | News articles – monopolies<br>News articles – pricing competition   | News articles – positive and negative externalities   | News articles – interest rates<br>News articles - <b>Government income and expenditure</b>                            |
| Writing Opportunities | 3,6 and 9 mark answers in lessons  | 3,6 and 9 mark answers in lessons  | 3,6 and 9 mark answers in lessons   | 3,6 and 9 mark answers in lessons   | 3,6 and 9 mark answers in lessons   | 3,6 and 9 mark answers in lessons   |
| Vocabulary focus      | Primary<br>Secondary<br>Tertiary<br>Product Market<br>Factor Market<br>Division of labour by process<br>Division of labour by product<br>Specialisation<br>Land<br>Labour<br>Capital<br>Enterprise<br>Main economic groups<br>Economic Decisions | Demand<br>Supply<br>Equilibrium<br>Excess Demand<br>Excess Supply<br>Shifts in demand<br>Shifts in supply<br>Price Elasticity of Demand<br>Price Elasticity of Supply<br>Inelastic<br>Elastic<br>SIN<br>SETS | Total Cost<br>Revenue<br>Fixed cost<br>Variable cost<br>Average Cost<br>Production<br>Productivity<br>Economies of Scale<br>Diseconomies of scale | Monopoly<br>Duopoly<br>Oligopoly<br>Monopolistic Competition<br>Perfect Competition<br>Wages<br>Salaries<br>Types of pay<br>Demand for labour<br>Supply of labour | Negative externalities<br>Positive externalities<br>External costs<br>External benefits<br>Social costs<br>Social benefits<br>Private costs<br>Private benefits | Interest rates<br>Saving<br>Borrowing<br>Bank of England<br>APR<br>AER<br>Income<br>Expenditure<br>Surplus<br>deficit |

| <b>Y11</b>                       | HT 1   | HT 2   | HT 3   | HT4   | HT5   |
|----------------------------------|--|--|--|---|---|
| <p>Overview</p> <p>End point</p> | <p>Students study the principal economic objectives of stable prices, economic growth, full employment, and the Balance of Payments. For each of the government objectives, students look at how they are measured, the factors that cause them and their implications, both positive and negative, for an economy. <a href="#">Linked to KS3 7.1 and 8.1</a></p> <p>Our aims for this term are for students to learn that policies designed to achieve one of the objectives can often impact positively or negatively on achieving the other objectives.</p> | <p>Students examine the tools available to government to manage the economy. Government economic policies will be looked at, with a focus on monetary, fiscal and supply-side policies. <a href="#">Linked to KS3 7.1 and 8.1</a></p> <p>Our aims for this term are to understand how the government tries to meet their objectives as best as they can with the advantages and disadvantages of each one.</p> | <p>Students look at why countries trade and the importance of international trade to the UK. The measurement of UK trade through the balance of trade is examined, as are the causes of current account surpluses and deficits within the overall balance of payments. Students consider how exchange rates are determined and also explore the advantages of free-trade agreements, their impact and the significance of the European Union. The benefits and drawbacks of globalisation will be looked at, including the moral and ethical aspects associated with the increase in global trade, and the role of the multinational corporations. <a href="#">Linked to KS3 9.6</a></p> <p>Our aims for this term are to understand the impact that changes that international trade and exchange rates have on producers and consumers</p> | <p>Students look at the role of money, its functions and the role and importance of the financial markets. The importance to consumers, producers and government with respect to saving, borrowing and spending will learnt too. <a href="#">Linked to KS3 7.1 and 8.6</a></p> <p>Our aims for this term are to ensure understanding about how banks and insurance companies operate and them impact their decisions have on the economic groups.</p> | <p>The aim of this is to ensure our students feel prepared; not just in their knowledge but how to meet the requirements of the examiner and play to their strengths to maximise their marks.</p> |
| <p>Knowledge and Skills</p>      | <p><b>Knowledge Steps</b><br/> <b>2.2 Government objectives</b><br/> <b>LO1:</b> Economic objectives of the government<br/> <b>LO2:</b> Economic growth<br/> <b>LO3:</b> Employment and unemployment<br/> <b>LO4:</b> Inflation and price stability<br/> <b>LO5:</b> Balance of payments<br/> <b>LO6:</b> Distribution of income</p>   | <p><b>Knowledge Steps</b><br/> <b>2.3-How the government manages the economy</b><br/> <b>LO1:</b> Fiscal policy<br/> <b>LO2:</b> Monetary policy<br/> <b>LO3:</b> Supply-side policies<br/> <b>LO4:</b> Policies to correct positive and negative externalities<br/> <b>Exam Preparation</b></p> <p><b>Y11 MOCKS</b></p>   | <p><b>Knowledge Steps</b><br/> <b>2.4 International trade and the global economy</b><br/> <b>LO1:</b> Why countries trade internationally<br/> <b>LO2:</b> Exchange rates<br/> <b>LO3:</b> Free trade including the European Union<br/> <b>LO4:</b> Globalisation: benefits and drawbacks</p>  | <p><b>Knowledge Steps</b><br/> <b>2.5 The role of money and financial markets</b><br/> <b>LO1:</b> The role of money<br/> <b>LO2:</b> The role and importance of the financial sector of the economy</p>  |   |
| <p>Knowledge Organiser</p>       | <p>2.2 Government Objectives</p>   | <p>2.3 How the government manages the economy</p>  | <p>2.4 International trade and the global economy</p>  | <p>2.4 International trade and the global economy</p>   |   |
| <p>Assessment</p>                | <p>2.2 Assessment</p> <p>50 multiple choice questions</p>  | <p>2.3 Assessment</p> <p>50 multiple choice questions</p>  | <p>2.4 Assessment</p> <p>50 multiple choice questions</p>  | <p><u>EXTERNAL GCSE EXAM</u></p> <p>Unit 1 Exam: (50%)<br/> 1 hour 15 minutes<br/> 1.1 - 1.6</p>  | <p><u>EXTERNAL GCSE EXAM</u></p> <p>Unit 2 Exam: (50%)<br/> 1 hour 15 minutes<br/> 2.1 - 2.5</p>  |

|                       |  |  |   |                                      |  |
|-----------------------|--|--|---|--------------------------------------|--|
| Reading opportunities | News articles – Unemployment<br>News articles – Inflation  | News articles – Fiscal policy<br>News articles – monetary policy   | News articles – imports and exports<br>News articles – exchange rate<br>News articles – Free trade<br>News articles – Globalisation | News articles – Banking industry     |  |
| Writing Opportunities | 3,6,9 and 15 mark answers in lessons   | 3,6,9 and 15 mark answers in lessons   | 3,6,9 and 15 mark answers in lessons  | 3,6,9 and 15 mark answers in lessons |  |
| Vocabulary focus      | Objectives<br>Economics Growth<br>Unemployment<br>Inflation<br>Balance of payments<br>Recession<br>Boom<br>Recovery<br>Slump | Fiscal policy<br>Monetary policy<br>Supply side policy<br>Interest rate<br>Factors of production<br>Aggregate supply<br>Aggregate demand<br>Taxation | Exchange rates<br>Commission<br>Import<br>Exports<br>Multinationals<br>Quota<br>Tariff<br>EU<br>Euro<br>Trade Bloc<br>Globalisation | Banks<br>Insurance<br>Money          |  |