

YEAR 10 business CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • use an enquiring, critical approach to make informed judgements • investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business • develop and apply quantitative skills relevant to business, including using and interpreting data.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Enterprise and entrepreneurship (1.1)	Spotting a business opportunity (1.2)	Putting a business idea into practice (1.3)	Making the business effective (1.4)	Understanding external influences on businesses (1.5)	Understanding external influences on businesses (1.5)
Core Knowledge/ Threshold Concept	Why and how business ideas come about. Impact of risk and reward on business activity. The role of an entrepreneur and the purpose of business activity. Identify and understand customer needs.	The purpose and methods of market research. How businesses use market segmentation. Understanding the competitive environment. What business aims and objectives are and how they differ. The concept, calculation and interpretation of revenue, costs profit, cash and cash-flow.	Business aims/objectives, revenue/costs/profit, cash and cashflow, sources of finance.	Options for business start-ups, location, the marketing mix, business plans.	Stakeholders, technology, legislation, the economy, external influences.	Detailed look at the economy and how a business is affected by external influences such as unemployment and inflation.
Why this learning now?	Theme 1 of the course is taught first so that students develop a sound understanding	Theme 1 of the course is taught first so that students develop a sound understanding	Putting a business idea into practice – this topic focuses on making a business idea	Making the business effective – students will explore a range of factors that impact on	Understanding external influences on business – students are introduced to a range	Students will explore how businesses respond to the influences of

	of the basic fundamentals of starting and running a business, which is key information required to access other areas of the course.	of the basic fundamentals of starting and running a business, which is key information required to access other areas of the course.	happen through identifying aims and objectives and concentrating on the financial aspects.	the success of the business, including location, the marketing mix and the business plan.	of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Mock and Revision.	stakeholders, technology, legislation and the economy.
Assessment Opportunities:	End of unit section mock examinations to identify gaps followed by self and peer assessment. Summative Assessments: Paper 1 Topic 1: Enterprise and entrepreneurship.	End of unit section mock examinations to identify gaps followed by self and peer assessment. Summative Assessments: Paper 1 Topic 2: Spotting a business opportunity.	End of unit section mock examinations to identify gaps followed by self and peer assessment. Summative Assessments: Paper 1 Topic 3: Putting a business idea into practice.	End of unit section mock examinations to identify gaps followed by self and peer assessment. Summative Assessments: Paper 1 Topic 4: Making the business effective.	End of unit section mock examinations to identify gaps followed by self and peer assessment. Summative Assessments: Paper 1 Topic 5: Understanding external influences on business.	MOCK examination to identify gaps followed by self and peer assessment.
Learning at Home	Use of SENECA for independent learning lessons and home learning to practice what is learned in face to face lessons.	Flipped business videos + worksheets, Extended writing to consolidate key skills and crucial knowledge, Flashcards, Summary sheets, Fill-in-the-blanks.	Use of SENECA for independent learning lessons and home learning to practice what is learned in face to face lessons.	Flipped business videos + worksheets, Extended writing to consolidate key skills and crucial knowledge, Flashcards, Summary sheets, Fill-in-the-blanks.	Use of SENECA for independent learning lessons and home learning to practice what is learned in face to face lessons.	Flipped business videos + worksheets, Extended writing to consolidate key skills and crucial knowledge, Flashcards, Summary sheets, Fill-in-the-blanks.

Key Vocabulary	Dynamic, enterprise, entrepreneurship.	Market research, segmentation, market mapping, objectives, revenue, profit, cashflow.	Limited liability, sole traders, partnership, limited companies, franchise.	Location, marketing mix, promotion, business plan.	Stakeholders, economics, e-commerce, technology, legislation.	Inflation, exchange rates, business cycle, Interest rates, unemployment.
Spiritual, Moral, Social and Cultural concepts covered	Learners develop their ability to understand the importance of social, moral and cultural changes. The different spiritual beliefs of people play a key role in business planning. Learners are made aware that these beliefs need to be considered when bringing out new products and often embed this practice when they are planning their own enterprise product idea. This leads onto the Learners having the chance to work in teams, be creative, use their problem-solving skills and adapt products to meet the wants and needs of customers with different beliefs. Learners explore equal opportunities legislation and how it has changed over time. This provides the opportunity for them to form their own opinions and broaden their morals.					
Links to careers and the world of work	<p>Business offers students the opportunity to study different types of businesses in different industries. It looks at why they exist, how they are set up and how they are run.</p> <p>Everyone works in an organisation which is a business of some sort – so studying business is useful as you develop skills that are found in most jobs. Business will give you the skills of coming up with business ideas, using maths skills to analyse data, making decisions and developing your communication skills through presentations and reports - all highly transferable skills.</p> <p>Business can lead into a wide range of careers such as marketing, HR, finance and law.</p> <p>Studied alongside maths it can open doors into careers related to finance or running your own business.</p>					

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Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society • apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts • develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems • develop as effective and independent students, and as critical and reflective thinkers with enquiring minds • use an enquiring, critical approach to make informed judgements • investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business • develop and apply quantitative skills relevant to business, including using and interpreting data.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Business Growth (2.1)	Marketing decisions (2.2)	Making operational decisions (2.3)	Making financial decisions (2.4)	Making human resource decisions (2.5)	Theme 1 and theme 2
Core Knowledge/ Threshold Concept	Business growth, aims and objectives, globalisation, ethics and environmental considerations.	Design mix, product life cycle, pricing strategies, promotion strategies, distribution, marketing mix, competitive advantage.	Business operations, suppliers, quality, sales process.	Calculations, business performance.	Organisational structure, recruitment training, motivation.	Revision for paper 1 and paper 2 knowledge. Review of exam technique.
Why this learning now?	Theme 2 of the course is taught after theme 1 as the skills required of students are the same and the assessment objectives are the same.	Theme 2, students are also able to use knowledge gained from theme 1 section to understand the content of this exam section better.	Students will develop their knowledge of operational decisions from theme 1 and learn about production and quality in more detail.	Students will develop their knowledge of financial decisions from theme 1 and learn about finance in more detail.	Students will develop their knowledge of HR from theme 1 and learn about recruitment, selection, training and motivation in more detail.	

Assessment Opportunities:	<p>End of unit section mock examinations to identify gaps followed by self- and peer assessment</p> <p>Summative Assessments:</p> <p>Paper 2 Topic 1: Growing the business.</p> <p>MOCK – paper 1</p>	<p>End of unit section mock examinations to identify gaps followed by self- and peer assessment</p> <p>Summative Assessments:</p> <p>Paper 2 Topic 2: Making marketing decisions.</p>	<p>End of unit section mock examinations to identify gaps followed by self- and peer assessment</p> <p>Summative Assessments:</p> <p>Paper 2 Topic 3: Making operational decisions.</p> <p>MOCK – paper 1 and 2</p>	<p>End of unit section mock examinations to identify gaps followed by self- and peer assessment</p> <p>Summative Assessments:</p> <p>Paper 2 Topic 4: Making financial decisions.</p>	<p>End of unit section mock examinations to identify gaps followed by self- and peer assessment</p> <p>Summative Assessments:</p> <p>Paper 2 Topic 5: Making human resource decisions.</p>	
Learning at Home	<p>Use of SENECA for independent learning lessons and home learning to practice what is learned in face to face lessons.</p>	<p>Flipped business videos + worksheets, Extended writing to consolidate key skills and crucial knowledge, Flashcards, Summary sheets, Fill-in-the-blanks.</p>	<p>Use of SENECA for independent learning lessons and home learning to practice what is learned in face to face lessons.</p>	<p>Flipped business videos + worksheets, Extended writing to consolidate key skills and crucial knowledge, Flashcards, Summary sheets, Fill-in-the-blanks.</p>	<p>Use of SENECA for independent learning lessons and home learning to practice what is learned in face to face lessons.</p>	<p>Flipped business videos + worksheets, Extended writing to consolidate key skills and crucial knowledge, Flashcards, Summary sheets, Fill-in-the-blanks.</p>
Key Vocabulary	<p>Business growth (organic and inorganic) and ownership (PLC) and sources of finance (both internal and external sources), Globalisation and international trade on a business – tariffs, trade blocs, MNC's, e-commerce, ethics and environmental</p>	<p>Marketing mix (design mix, pricing strategies, promotional mix and distribution).</p>	<p>Business calculations – calculation of gross and net profit, gross profit margin and net profit margin and average rate of return. Quantitative business data (financial, marketing and market).</p>	<p>job, batch and flow production, stock control, JIT, procurement, quality, customer service.</p>	<p>organisational structures, communication, recruitment and selection, training, motivation.</p>	

	considerations – trade off with profit, pressure groups.					
Spiritual, Moral, Social and Cultural concepts covered	Learners will be aware of different cultures and are able to work in group situations to discuss the effects of culture on business today. Learners to learn to discuss how different multinational organisations trade in different cultures and backgrounds. Learners look at the production of goods and the recruitment and retention of staff. They practice role play interviews, which enables them to form their own views and opinions, understand the consequences of their actions and apply this to real life business situations.					
Links to careers and the world of work	<p>Business offers students the opportunity to study different types of businesses in different industries. It looks at why they exist, how they are set up and how they are run.</p> <p>Everyone works in an organisation which is a business of some sort – so studying business is useful as you develop skills that are found in most jobs. Business will give you the skills of coming up with business ideas, using maths skills to analyse data, making decisions and developing your communication skills through presentations and reports - all highly transferable skills.</p> <p>Business can lead into a wide range of careers such as marketing, HR, finance and law.</p> <p>Studied alongside maths it can open doors into careers related to finance or running your own business.</p>					

YEAR 10 enterprise CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

The OCR Enterprise & Marketing curriculum intends to provide learners who wish to develop skills and knowledge through vocational study by offering deeper understanding of the behaviours and skills related to researching, planning, pitching and reviewing a product idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Unit R068 – TA1 Design a business proposal using market research methods.	Unit R068 – TA2 How to identify a customer profile.	Unit R068 – TA3 Develop a product proposal	Unit R068 – TA4 Review whether the business idea is financially viable and a likely success	Unit R069 – TA1 Develop a brand identity to target a specific customer profile	Unit R069 – TA2 Create a promotional campaign for a brand and product
Core Knowledge/ Threshold Concept	Generating ideas for a business proposal Understand market research methods	Generating ideas for a customer profile	Understand Aesthetics, function & design in the product mix Produce designs and review	Using feedback and review to identify possible changes	What is a demographic? Types and characteristics of small and medium enterprises The purpose of enterprises	Create promotional materials
Why this learning now?	Learners have limited exposure to Business and Enterprise during Key Stage 3. Learners do study finance and associated themes within the Maths	Learning is sequenced so learners explore and research successful enterprises in Unit R068 and then apply this research when	Learners in Unit R068 will develop a product proposal. It is crucial that learners understand what makes a successful product so they are	Learners in Unit R068 will review their own proposal idea. It is crucial that learners understand what makes a successful product so they are	Learners develop their knowledge and skills periodically over time. They investigate businesses and local enterprises. During Unit R069 learners	Unit Ro69 really focusses on research skills and learning about the successes of existing promotional campaigns.

	curriculum in addition to learning about personal finance during PHSE. Learning is sequenced to follow the order of content as outlined in the specification.	developing their own product idea.	able to use this detailed knowledge to ensure they develop their own successful product, demonstrating the key entrepreneurial skills researched during the previous stages of the course.	able to use this detailed knowledge to ensure they develop their own successful product, demonstrating the key entrepreneurial skills researched during the course.	research successful local enterprises, the different types of enterprises such as small, medium and large. Learners also research entrepreneurs and the skills and qualities they possess to make an enterprise success.	
Assessment Opportunities:	Generating Ideas Skills Audit Good & Services Target Market Aims Resources Risk Assessment Complete Unit R067 Task 1	Generating Ideas Skills Audit Good & Services Target Market Aims Resources Risk Assessment Complete Unit R067 Task 2	Developing a proposal and Complete Unit R067 Task 3	Reviewing their product proposal and Complete Unit R067 Task 4 & 5	Learners will explore the activities enterprises undertake and the characteristics and skills of the entrepreneurs that run them.	MOCK examination to identify gaps followed by self and peer assessment.
Learning at Home	Generating Ideas - Resources/Costing.	Generating Ideas - Resources/Costing.	Develop a product proposal	Reviewing a selection of products from online sources	Research their chosen businesses and entrepreneurs	Research their chosen businesses and entrepreneurs
Key Vocabulary	Business Plans Products/services Costs/Pricing Promotion Risk Assessment	Business Plans Products/services Costs/Pricing Promotion Risk Assessment	Business Plans Products/services Costs/Pricing Promotion Risk Assessment	Business Plans Products/services Costs/Pricing Promotion Risk Assessment	Types of businesses, Business models, aims and objectives, entrepreneurs and leaders.	Types of market research, customer need and competitor behaviour.

Spiritual, Moral, Social and Cultural concepts covered	<p>Learners develop their ability to understand the importance of social, moral and cultural changes. The different spiritual beliefs of people play a key role in enterprise planning. Learners are made aware that these beliefs need to be considered when bringing out new products and often embed this practice when they are planning their own enterprise product idea. This leads onto the Learners having the chance to work in teams, be creative, use their problem-solving skills and adapt products to meet the wants and needs of customers with different beliefs. Learners explore equal opportunities legislation and how it has changed over time. This provides the opportunity for them to form their own opinions and broaden their morals.</p>
Links to careers and the world of work	<p>Careers Accountant, Management Consultant, Social Media Manager, Financial Analyst, Business Teacher, Business Reporter, Actuarial analyst, Business adviser, Business analyst, Business development manager, Corporate investment banker, Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager, Risk manager, Stockbroker, Supply chain manager Future learning A Level Business, A Level Product Design, A Level Economics, A Level Geography, A Level Government & Politics, A Level Mathematics, A Level Psychology, A Level Sociology, Btec Level 3 Business and any other vocational course.</p>

YEAR 11 enterprise CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

The Enterprise curriculum aims to provide learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea as part of their Key Stage 4 learning. The qualification enables learners to develop their technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment. Learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, which will complement their GCSEs. The qualification will broaden their experience and understanding of the varied progression options available to them.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Component 1 – LAB - Explore how market research helps enterprises to meet customer needs and understand competitor behaviour	Component 1 – LAC Investigate the factors that contribute to the success of an enterprise	Component 3 Promotion and Finance for Enterprise (Exam component)	Component 3 Promotion and Finance for Enterprise (Exam component)	Component 3 Promotion and Finance for Enterprise (Exam component)	
Core Knowledge/ Threshold Concept	<ul style="list-style-type: none"> • Customer Needs • Using market research to understand customers • Understanding competitors 	<ul style="list-style-type: none"> • Internal factors • External factors • Situational analysis • Measuring the success of an SME 	<ul style="list-style-type: none"> • Elements of the promotional mix and their purposes • Targeting and segmenting the market • Factors influencing the choice of promotional methods • Financial documents • Payments methods 	<ul style="list-style-type: none"> • Sources of revenue and cost • Terminology in financial statements • Statement of comprehensive income • Statement of financial position • Profitability and liquidity 	<ul style="list-style-type: none"> • Using cash flow data • Financial forecasting • Suggesting improvements to cash flow problems • Break even analysis and break-even point • Sources of finances (advantages and disadvantages) 	
Why this learning now?	During component 1 learners research successful local enterprises, the different types of	Learners also research entrepreneurs and the skills and qualities they possess to make an enterprise success.	Component 3 introduces finance for enterprises. It is sequenced to be taught last to ensue	This will enable learners to gain a greater understanding of the documentation and mathematical	This will enable learners to gain a greater understanding of the documentation and mathematical	

	enterprises such as small, medium and large.	Component 1 really focusses on research skills and learning about the successes of existing enterprises and entrepreneurs.	that learners have developed their mathematical skills as much as possible before exposure to advanced business terminology and financial documents.	formula's they will be expected to interpret and use.	formula's they will be expected to interpret and use.	
Assessment Opportunities:	Learners will explore the market research methods used by enterprises and their importance in understanding customer needs and competitor behaviour. Assessment Complete Component 1 Assignment LA: B	Learners will carry out research into internal and external factors for use in a PEST and SWOT analysis to help them understand how these factors affect enterprises. Assessment Complete Component 1 Assignment LA: C	Key Piece Feb 19 Exam Question May 19 Exam Question	Rocket Spectacular CFF Top Pin Bowling Key Piece Component 3: Promotion & Finance EXTERNAL EXAMINATION in Jan/Feb Series 2 hours	A small number of re-sit exams may take place in May/June exam series for Component 3: Promotion and Finance	A small number of re-sit exams may take place in May/June exam series for Component 3: Promotion and Finance
Learning at Home	Research their chosen businesses and entrepreneurs - LAB	Review their chosen businesses and entrepreneurs - LAC	Advert Analysis Public Relations Marks & Spencer	Costs Revision Cards Payments mind map Assets Liabilities revision Profitability Liability	Cash Flow CFF Problems Improving Cash Flow Break Even Point BEP Analysis Improving Break Even Sources of Finance	Use of SENECA for independent learning lessons and home learning to practice what is learned in face to face lessons.
Key Vocabulary	PEST	SWOT	Message/Medium Advertising methods. Sales promotions Personal selling Public relations Direct marketing Types of market Segmentation Choice of Promotions	Revenue/costs Gross profit Net profit Assets/Liability Profitability Liability Ratios	Cash flow statements Cash flow forecasts Net current assets Inflows Outflows Cash flow Break-even Margin of safety	

Spiritual, Moral, Social and Cultural concepts covered	<p>Learners develop their ability to understand the importance of social, moral and cultural changes. The different spiritual beliefs of people play a key role in enterprise planning. Learners are made aware that these beliefs need to be considered when bringing out new products and often embed this practice when they are planning their own enterprise product idea. This leads onto the Learners having the chance to work in teams, be creative, use their problem-solving skills and adapt products to meet the wants and needs of customers with different beliefs. Learners explore equal opportunities legislation and how it has changed over time. This provides the opportunity for them to form their own opinions and broaden their morals.</p>
Links to careers and the world of work	<p>Careers Accountant, Management Consultant, Social Media Manager, Financial Analyst, Business Teacher, Business Reporter, Actuarial analyst, Business adviser, Business analyst, Business development manager, Corporate investment banker, Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager, Risk manager, Stockbroker, Supply chain manager Future learning A Level Business, A Level Product Design, A Level Economics, A Level Geography, A Level Government & Politics, A Level Mathematics, A Level Psychology, A Level Sociology, Btec Level 3 Business and any other vocational course.</p>