

Business Studies: Year 10 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What am I learning ?	<p>Business in the real world 1</p> <p>In the first half of autumn, students will be learning about the purpose and nature of business. They will understand why people set up in business and the typical objectives organisations have. They will also learn about the different business ownership structures a business may adopt such as being a sole trader and consider the advantages and disadvantages of each structure. Finally, for this half term they will learn how businesses go</p>	<p>Business in the real world 2</p> <p>In the second half term, students will consider the various individuals and groups (called stakeholders) that will be affected by the activities of a business. They will examine the impact businesses can have on stakeholders and the way in which stakeholders might affect business decision-making. Following this, they will understand why business location is a key decision for businesses. They will learn about the factors affecting business location.</p>	<p>Human Resources 1</p> <p>In the first half term of spring, students will be learning about the different organisational structures that a business may use and understand why business organisational structure may change overtime. They will also learn how business may go about recruiting staff and understand why it is important for a business to have an effective recruitment and selection process.</p>	<p>Human Resources 2</p> <p>In the second half term motivating employees is another topic that students will learn. From this topic they will see why managers seek to motivate their employees, the methods used, and the benefits associated with it.</p> <p>Finally in this half term, students will learn the different methods of training businesses use and the cost and benefits associated with it.</p>	<p>Finance 1</p> <p>Within the first half term of summer, students will be allowed to consider and learn why new and established businesses need to raise money and the sources that can be used to do this. They will also consider the advantages and disadvantages associated with each source and see which source is appropriate given a circumstance. Managing cash flow effectively is an important part of successful management of new and existing businesses. This</p>	<p>Finance 2</p> <p>The second half term will allow students to delve deeper into finance of businesses to see how it influences business activities. They will learn more financial terms and calculations including break-even analysis. They will analyse the financial performance of a business using income statements and balance sheets to compare performance of a business over time and possibly compare themselves with other businesses.</p>

	about setting their aims and objectives.	After this, students will examine the benefits and the problems associated with a business plan in setting out where a business is heading and how it intends to get there. Finally, for this term they will look for a reason a business may want to expand and how they might do this. They will also consider the advantages and disadvantages of growth.			topic, cash flow, will introduce students to cash flow and cash flow forecast and explain their importance. Finally, in this half term, students will learn why business invests. They will learn how to compute the average rate of return on business investments.	
Why am I learning this?	You are learning this to know why businesses exist and what it takes to start one. If you fancy yourself as a budding Entrepreneur or just see yourself	The reason for you learning about these topics is for you to understand how different groups of people influence business decisions. It also helps you to identify how a	You are learning about a business organisation structure as it allows you to see how a business organises itself to carry out its activities. It will show you the roles	Motivation and training are fundamental topics to learn about. You will see that motivation crucial for business to survive and grow. Without motivated	To understand that business needs finance to start up a business, e.g., pay for premises, new equipment, and advertising. Run the business, e.g., having enough cash to pay	You are learning about these topics so you can see what types of calculations are performed by business and the reasons they perform these calculations.

	<p>working in a business environment, this section will give you the strong foundations.</p>	<p>business can affect you as an individual. If you decide to set up a business in the future, you will need to learn why business location is a very important decision for business owners. This is because it can affect costs and demand for your goods and services. You will learn ways to scale a business and create a business plan that can support you in anticipating problems and possibly securing finance for your business.</p>	<p>played by each employee and who report to whom within the business. You are also learning about recruitment as it shows you the process businesses go through in recruiting staff and why recruitment is necessary.</p>	<p>staff, productivity may be lowered, and this could potentially threaten a business existence. The reason for learning about training is so you can know the different methods of training a business may use to ensure staff are carrying out their roles efficiently and effectively.</p>	<p>staff wages and suppliers on time. Expand the business, e.g., having funds to pay for a new branch in a different city or country.</p> <p>Students should understand the reasons for investment projects</p>	
<p>How will I be supported?</p>	<p>Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible</p>	<p>Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speaker, and</p>	<p>Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speaker, and</p>	<p>Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speaker, and</p>	<p>Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speaker, and</p>	<p>Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speaker, and</p>

	<p>guest speaker, and pair work. The use of different assignment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.</p>	<p>pair work. The use of different assignment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.</p>	<p>pair work. The use of different assignment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.</p>	<p>pair work. The use of different assignment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.</p>	<p>pair work. The use of different assignment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.</p>	<p>pair work. The use of different assignment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.</p>
<p>How will I be challenged?</p>	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their</p>	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current</p>	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current</p>	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current</p>	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current</p>	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current</p>

	<p>current level of understanding.</p> <p>Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way. 	<p>level of understanding.</p> <p>Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way. 	<p>level of understanding.</p> <p>Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way. 	<p>level of understanding.</p> <p>Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way. 	<p>level of understanding.</p> <p>Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way. 	<p>level of understanding.</p> <p>Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way.
--	--	--	--	--	--	--

Business Studies: Year 11 Curriculum Map - how the course is taught over 2023 - 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What am I learning ?	Marketing 1 In the first half term autumn, students will be learning about the importance of identifying and satisfying customers' needs for businesses. They will examine the ways in which businesses divide up their markets and how they decide which parts (or segments) to target. Finally, they will look at how businesses 'turn on the light' to see what is going on in their markets, by using market research.	Marketing 2 In the second half term, students will examine how firms use marketing activities to satisfy customers' needs. They will look at the elements of the marketing mix, that is, all the different factors that combine to influence the customer's decision to buy.	Business operations In the first half term of spring, students will be introduced to the production methods and look at how operations can be undertaken efficiently, using as few resources as possible. Students will also examine the relationship between a business and its suppliers, as it undertakes its role in procurement. They will analyse the importance of suppliers and how significant it is for a business to manage them effectively. Following this, students will look at the issue of quality and consider how businesses can produce goods and services that satisfy their customers. Finally, they will also consider the factors influencing	Influences on business 1 In the second half term of spring students will learn how developments in information and communication technology (ICT) have influenced important aspects of business activity. Students will also look at the ethical and environmental issues affecting businesses as they become increasingly important issues for businesses' stakeholders. The economic climate can change relatively quickly from one which provides a good	Influences on business 2 Within the first half term of summer, students will be learning about the impact of globalisation on businesses. Students will examine the benefits and drawbacks associated with globalisation and how the world economy has become more interconnected. Following this topic, students will look at a selection of laws and explain how they affect businesses and the ways in which they can operate. After this, students will learn about the competitive environment	Exam preparations Within this half term students will continue to do revision and exam preparations.

			good customer service and how it can help a business.	trading environment for businesses to one in which trading is difficult. Students will learn how the economic climate is a significant external influence on a wide range of decisions taken by managers.	businesses operate in. They will learn what is meant by competition and analyse the different levels of competition in businesses. Finally, they will learn about the risks and uncertainty faced by businesses. Within this half term students will start revision and do exam preparations.	
Why am I learning this?	If you decide to set up a new business, it is very important to identify who your customers or potential customers are and understand what they want. Identifying, understanding, and meeting the requirements of customers means a new business can do two key things: generate sales and make its	Learning about the marketing mix allows you to learn how you're being influenced when buying goods and services. Whether you're told by a friend, notice it being displayed in a store or an advert. You may have liked the colour, design or brand name or you probably looked at the price.	Students need to know that production is one of the most important processes within manufacturing and is a core part of what it means to be a manufacturer. Without this activity, no finished goods would be created, and there would be nothing to sell to customers. So, it's important for you to learn how goods are created. It's important to learn that without	Developing an understanding of how technology affects businesses is becoming essential. Every industry needs tech to survive and many of them are growing exponentially. Ethics is important to learn about because it provides a moral	Learning about globalisation aims to enhance your knowledge, understanding and analysis of the role of globalisation in the modern world and its effect on our lives. The initiation of business laws has helped to protect both businesses and consumers. It's important to know that business	Being well prepared for your exams is the best way to overcome stress and anxiety and gives you the best chance of getting good grades.

	<p>survival more likely. Market segmentation can help you to define and better understand your target audiences and ideal customers. If you're a marketer, this allows you to identify the right market for your products and then target your marketing more effectively. Market research can help you to learn about new and existing customers, identify issues and solve problems, and even help explore new opportunities that pave the way for business growth.</p>		<p>procurement, it would be impossible for most business operations to function. Procurement management ensures that all items and services are properly acquired so that projects and processes can proceed efficiently and successfully. The concept of quality is about safety, delivering on a promise and meeting the very basics of customer expectations. It's important to learn that by meeting quality standards, companies often reap better profits and reduce losses. Those that exceed quality standards stand out above their competitors and further their potential for profit and consumer loyalty. Students need to know the value of good customer service to a business if they decide to set up a business but</p>	<p>framework for how humans interact with each other and the natural environment. It helps us consider the effects our actions have on the people and planet and guides us in making more ethical and sustainable decisions. Learning about the economic climate in business will show you the level of confidence people have in the environment. Businesses flourish, people get more job opportunities, and customers spend more because of a favourable</p>	<p>owners, employees and consumers can feel secure and confident while trading and investing, as the law helps to maintain order, give sanctions, and protect the rights of the people in the business world. If you set up in business, knowing who your competitors are, and what they are offering, can help you to make your products, services and marketing stand out. It will enable you to set your prices competitively and help you to respond to rival marketing campaigns with your own initiatives. For start-ups and established businesses, the ability to identify</p>	
--	---	--	--	---	--	--

			also to be able to identify when businesses are providing good customer service.	economic environment.	risks is a key part of strategic business planning.	
How will I be supported?	Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speakers, and pair work. The use of different assessment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.	Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speakers, and pair work. The use of different assessment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.	Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speakers, and pair work. The use of different assessment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.	Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speakers, and pair work. The use of different assessment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case	Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speakers, and pair work. The use of different assessment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.	Students will be supported using different activities in class such as videos, discussions, lecture, group tasks, possible guest speakers, and pair work. The use of different assessment methods – written, oral, and projects to engage as many ways of learning as possible (e.g., visual, auditory). Students will also be given real-world case studies about businesses to learn about business situations.

				studies about businesses to learn about business situations.		
How will I be challenged?	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current level of understanding. Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils 	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current level of understanding. Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the 	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current level of understanding. Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way. 	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current level of understanding. Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative 	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current level of understanding. Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the 	<p>The level of challenge will be suitable for the pupils. This will require a certain level of differentiation in lessons. What is hard for some students might be easy for others. We want every pupil in business to go beyond their current level of understanding. Challenge can be extended by:</p> <ul style="list-style-type: none"> • asking probing questions • effective discussion between teacher and pupil • well-constructed opportunities for collaborative discussion between pupils • interventions by the

	interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way.	teacher to take the concept further, explore the idea more broadly or interpret the task in a different way.		discussion between pupils • interventions by the teacher to take the concept further, explore the idea more broadly or interpret the task in a different way.	teacher to take the concept further, explore the idea more broadly or interpret the task in a different way.	teacher to take the concept further, explore the idea more broadly or interpret the task in a different way.
--	---	--	--	---	--	--