

Long Term Plan GCSE Business YII

Pearson Edexcel Level 1/Level 2 GCSE in Business QN 603/0121/1, Subject code 1BSO, Paper code 1BSO/02

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)	Anticipated misconcepti ons	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Topic 1.5 Understa nding external influence s on business	 1.5.1 Business stakeholders Who business stakeholders are and their different objectives: shareholders owners), employees, customers, managers, suppliers, local community, pressure groups, the government. Stakeholders and businesses: how stakeholders are affected by business activity how stakeholders impact business activity possible conflicts between stakeholder groups. 1.5.2 Technology and business Different types of technology used by business: e-commerce social media 	AO1 Demonstrate knowledge and understandin g of business concepts and issues AO2 Apply knowledge and understandin g of business concepts and issues to a variety of contexts AO3 Analyse and evaluate business information and issues to demonstrate understandin g of business activity, make judgements and draw conclusions	Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives. Students understand their role as a stakeholder. Students will be given the tools to apply their learning into a real world context. Students will	Students may confuse stakeholders with shareholders Students may not understand and express conflicts (points of view) of stakeholders Students may struggle with calculations. Students may not be able to explain the implications on business of an increase/dec rease in exchange rates.	Technology and working - links to KS3 CS	BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, A2 Stakeholders and their influence BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine the environment in which businesses operate	Use of difficult case studies (could use ones from A level papers) Feedback Encourage use of academic vocabulary Challenging homework Develop resilience and independenc e. Challenge tasks are built into lessons. Higher level of application to context.	M1 Developing and expressing personal views or values Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues S3 Understandi ng how communities and societies function Pupils' interest in, and understandin g of, the way communities and societies function at a	We encourage students to read newspapers and read business information We encourage students to watch the news Current affairs are incorporated into lessons When talking about businesses, links are made to how students could set up their own in the future Make links to	Talk from HR/Person responsible for H&S Using business case studies Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills, make this explicit to students. Using

Payment systems. Correct understandin How technology g and use of influences business activity in terms of: words words Correct understandin howledge to real world news. The same for interest rates. The same for interest rates. Individual Iberty isture substance influences working have does t					1			
Image: spannent systems: Correct understandin g and use of influences business activity in terms of: a sales apply their knowledge to real world interest: rates. The same for influences business activity in terms of: a sales How different use of the sales and t	digital community	cation	be able to	(SPICED).		variety of	'real life'	business
How technology influences business activity in terms of: • sales understandin g and use of command • marketing mix • costs inderstandin g and g and use of command overs interest i rates. individual rates. Individual business How different uses Use of data. I bow different uses Use of data. I bow drates I bow different uses Use of data. I bow drates I bow drates <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>case studies</td></t<>								case studies
How technology activity in terms of: sales • costs g and use of mews. to real world news. rates. Individual libery working have businesses How different uowiting have businesses Use of discrimination application of the assessment objectives How different uowiting have business Use of discrimination application on this How different uowiting have over time. Use of discrimination and world uowiting have businesses How different uowiting have over time. Use of discrimination and uowiting have businesses How different uowiting have over time. Use of discrimination and uowiting have businesses How different uowiting have businesses Use of uowiting have businesses How different uowiting have businesses Use of uowiting have businesses Use of uowiting have businesses How different uowiting have businesses Use of uowiting have businesses How different uowiting have businesses Use of uowiting have businesses How different uowiting have businesses How different uowiting have businesses Use of uowiting have businesses How different uowiting have businesses How different uowiting g to business uowiting uowiting have businesse How different uowiting g to business uowiting uowiting have businesses How different uowiting g to business uowiting uowiting uowiting t to business uowiting uowiti			1 1 1 2				entampiere	
Image: seles command words news. Iberty ways of seles dest topic topic seles • costs Understandin g and application of hesitances Understandin g and application of objectives hesitances businesse and hesitances businesse and businesse	How technology		· ·			Individual	How different	Use of LMI
activity in terms of: words :students working have does topic costs Understandin application of application application assessment objectives objectives assessment businesse Students Students on this asplication the assessment objectives contribute to scient and got asplication: g and application of scient and role of scient and got application of application of the application of ae ae ae application of markscheme recovirus activitititititititititititititititititit				10100.				data. How
I saleš I costs <pi costs<="" p=""> I costs I costs I costs I co</pi>			news.					
I ocsis Outeritancin I ocsis <pi ocsis<="" p=""> I ocsis <p< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>topic impact</td></p<></pi>								topic impact
• marketing mix g and application of the business and application of the assessment objectives and application of the assessment objectives Why? • final business • origitiy and consumer rights the application of the application of origitization: the application of the application of the applica		Understandin						
1.5.2 cglistation and business application of the consumer individuals individuals 1.6.2 cglistation and business apsociation of the consumer individuals paying taxes. Students will have an undividuals 1.6.2 cglistation and business objectives consumer individuals paying taxes. Students will ave an undividuals 1.6.2 cglistation and business understandin g and consumer individuals understandin g of adversion of the everyone as atkeholder in eglistation. 1.6.2 cglistation and consumer individuals application of the everyone as atkeholder in eglistation. in eglistation. 1.6.2 cglistation and the everyone as atkeholder in eglistation. a consumer individuals in eglistation. 1.6.2 cglistation and everyone as atkeholder in eglistation. a consumer individuals in eglistation. 1.6.2 cglistation and isservery application of understandin g to business issues understandin g to business issues 1.6.2 cost Non-routine Non-routine consequences of problem business concepts, business 1.5.4 The economy and business								on uns?
1.5.3 Legislation and business the assessment objectives paying taxes, students will how they contribute to society and role of discriminatio application of the everyone as application of the molecular application of the molecular application of the molecular application of understandin g of stakeholder in egislation. Students will how they contribute to application of application of understandin g of stakeholder in egislation. Students will how they contribute to application of understandin g of stakeholder in egislation. Students will how they contribute to application. Students will how they contribute to applicati	markeung mix						vvriy?	
business assessment bow they have an The purpose of ligislation: objectives continuetor society and g and continuetor application of g and bow they have an user quality and consumer rights application of g and understandin g and consumer a iscrimination and health and safety. application of understandin g to business a a The impact of legislation on businesses: issues biscrimination and setset biscrimination and setset biscrimination and setset • cost econsequences of problem Non-routine export non-routine timking – timking – timk							Ot all and a shift	
Image: Section of legislation: objectives contribute to good of discriminatio good discriminatio of discriminatio a application of application of the impact of the consumer rights application of understandin good discriminatio and application of understandin good discrimination and the attra and safety. consumer rights application of understandin good discriminatio and application of understandin good discrimination and the attra and safety. application of understandin good discriminatio and good discriminatio and good discrimination discrimination discrimination discrimination discrimination discrimination dindividuals din the impact of discrimination dindividuals and wider								
legislation: • pinciples of consumer Understandin g of iscrimination and application of astakeholder a in employment law: markscheme stakeholder in legislation. in employment law: markscheme stakeholder in legislation. discrimination and Application of understandin g of discrimination and Application of understandin g of business i g of businesses: understandin g of business society.Stud e cost Non-routine problem society.Stud e cost Non-routine problem business e consequences of problem business business neeting and not solving - expert objectives, objectives, and business the the the The impact of the Systems business on individuals objectives, or metacognitio n.cativity and the the impact of the Systems business on individuals objectives or transconing society. society. </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>								
 • principles of consumer law: quality and consumer rights application of the principles of employment law: markscheme recruitment, pay, discrimination and health and safety. • The impact of legislation on the last has a state. • The impact of legislation on businesses: • cost • Non-routine • cost • Non-routine • cost • consequences of meeting and not solving – meeting these expert • thinking – thinking, and cosing • for the impact of legislation on businesses: • cost • cost • nor-routine • cost • cost • consequences of meeting and not solving – meeting these objectives, thinking, metacognitio • cost • cost		objectives						
law: quality and g and application of employment law: markscheme stakeholder in markscheme society.Stud discrimination and Application of know and discrimination and Application of know and g to business understandin know and g to business business concepts, businesses: business concepts, e cost Non-routine business e cost Non-routine business e cost Non-routine business e cost Non-routine business e cost n.creativity business and business antiking, metacognitio meeting these expert metacognitio n.creativity and business activity and and business decision and wider obligations thinking, metacognitio n.creativity activity and the impact of business con consequences of business on undereds, decision <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>								
consumer rights application of a opiniciples of the stakeholder in markscheme stakeholder in markscheme stockty.Stud discrimination and Application of understandin g to business understandin know and g to business understandin business e cost Non-routine terminology, oconcepts, business concepts, objectives, meeting and not solving – meeting and not expert objectives, obligations thinking, metacognitio nature of nature of nature of objectives decision decision ounemployment, making and advider onemployment, making and reasoning oconsumer income, critical their rights inflation, changes in exchange critical solvier interser tates, and consumer incomer individuals and consumer incomer								
 principles of the employment law: markscheme recruitment, pay, discrimination and Application of understandin g to business issues The impact of issues issues cost Non-routine cost Non-routine consequences of problem meeting and not solving – meeting these expert objectives, metacognitio n, creativity and business discrimate on thinking, metacognitio n, creativity and business on thinking – diction of business on thinking – diction of business on thinking – thinking – diction of business on thinking – the impact of the economic climate on thinking – thinking and vider solving reasoning on thinking – thinkin						everyone as	n legislation.	
employment law: markscheme recruitment, pay, Application of discrimination and Application of understandin understandin g to business understandin legislation on issues businesses: business • cost Non-routine • cost Non-routine • cost Non-routine meeting these expert obligations stolking, n consequences of meeting these expert obligations thinking, metacognitio n. creativity and business decision • unemployment, making and • unemployment, making and • unemployment, making and • unemployment, creasoning • unemployment, creasoning government taxation, critical interest rates, thinking – interest rates, analysing, government taxation, synthesising and wider and inthinking – <						-		
Image: second						stakeholder		
discrimination and health and safety. Application of understandin glo business issues ents will know and understandin business concepts, businesses The impact of legislation on businesses: The impact of legislation on businesses: Non-routine problem • cost Non-routine meeting and not meeting these Non-routine expert terminology, businesses • logislations thinking, metacognitio n, creativity terminology, business business objectives, the the integrated 1.5.4 The economy and business Systems activity and thinking – decision the individuals • unemployment, changing levels of consumer income, inflation, changes in povermment taxation, government taxation, changes in exchange Critical thinking – analysing, synthesising Critical thinking – analysing, analysing, consumers Critical thinking – analysing, synthesising		markscheme						
health and safety. understandin g to business issues widerstandin g to business issues know and understandin busineses concepts, busineses • cost Non-routine problem busineses concepts, busineses • cost Non-routine problem busineses • cost Non-routine problem busineses • cost Non-routine problem busineses • consequences of meeting and not obligations not thinking, metacognitio solving - metacognitio 1.5.4 The economy and busineses n, creativity nature of busineses The impact of the economic climate on busineses: Systems the impact of busineses on thinking - thering and changing levels of consumer income, inflation, changes in thinking - andysing, synthesising Critical Students will I inflation, changes in exchange rates Critical and wise, synthesising analysing, synthesising consumers	recruitment, pay,					society.Stud		
Image: section of legislation on businesses: g to business issues understand businesse concepts, business concepts, business concepts, business concepts, business consequences of problem solving – expert thinking, meeting these expert thinking, matcognitio n, creativity and business terminology, business concepts, concepts, business concepts, concepts, business concepts, concepts, business concepts, conc	discrimination and	Application of				ents will		
The impact of legislation on businesses: issues business concepts, businesses business concepts, businesses • cost Non-routine business terminology, business business terminology, business • consequences of meeting and not solving - meeting these expert the thinking, metacognitio objectives, the integrated 1.5.4 The economy and business n, creativity nature of thinking, metacognitio nature of the impact of business on thinking - the impact of the impact of thinking and changing levels of consumer income, inflation, changes in therest rates, function, changes in exchange Students will learn about their rights as consumers	health and safety.	understandin				know and		
legislation on concepts, businesses: Non-routine cost Non-routine problem sproblem meeting and not solving – expert thinking, obligations expert thinking, metacognitio n, creativity nature of and business preativity The impact of the Systems econsers: decision unemployment, making and changing levels of reasoning consumer income, Critical inflation, changes in Critical inflation, changes in exchange synthesising rates and and wider as consumer income, as consumer income, and wider consumer income, and wider consumer income, and wider inflation, changes in exchange synthesising government taxation, analysing, government taxation, and and consumers		g to business				understand		
legislation on concepts, businesses: Non-routine cost Non-routine problem sproblem meeting and not solving – expert thinking, obligations expert thinking, metacognitio n, creativity nature of and business preativity The impact of the Systems econsers: decision unemployment, making and changing levels of reasoning consumer income, Critical inflation, changes in Critical inflation, changes in exchange synthesising rates and and wider as consumer income, as consumer income, and wider consumer income, and wider consumer income, and wider inflation, changes in exchange synthesising government taxation, analysing, government taxation, and and consumers	The impact of	issues				business		
• costNon-routine problem meeting and not solving - expert obligationsterminology, business objectives, the integrated nature of business activity and the impact of the economic climate on businesses: ocisionterminology, business objectives, the integrated nature of business activity and the impact of business on individuals and widerI businesses: oconsumer income, inflation, changes in changes in exchange and businessSystems trictal thinking - and businessStudents will learn about the impact of business on and wider society.I businesses: consumer income, inflation, changes in exchange changes in exchange ratesCritical thinking - andStudents will learn about the ingits as and						concepts,		
• consequences of meeting and not solving – problem solving – business meeting these obligations expert thinking, metacognitio n, creativity thinking, metacognitio n, creativity and the impact of the solving – business The impact of the economic climate on businesses: decision thinking and thinking and thinking and changing levels of consumer income, inflation, changes in exchange critical thinking – and wider solviety. inflation, changes in exchange critical and systems thinking – analysing, solviety. solviety. government taxation, changes in exchange and and solviety. analysing, and consumers solviety.	businesses:					business		
• consequences of meeting and not solving – expert obligations problem solving – expert thinking, metacognitio n, creativity business 1.5.4 The economy and business n, creativity n, creativity business The impact of the economic climate on businesses: objectives, thinking, metacognitio business • unemployment, changes in consumer income, inflation, changes in exchange critical thinking – analysing, changes in exchange solver and business and wider solver solver solver • unemployment, changes in interest rates, government taxation, changes in exchange critical thinking – analysing, solver solver and business = rates and and consumers solver solver	● cost	Non-routine				terminology,		
meeting and not meeting these obligationssolving - expert thinking, metacognitio n, creativityobjectives, the integrated nature of business activity and thinking - businesses: decisionobjectives, the integrated activity and thinking - businesses: decision• I.5.4 The economy and business The impact of the economic climate on businesses: • unemployment, changing levels of consumer income, inflation, changes in government taxation, changes in exchange government taxation, changes in exchange gratesSolving - expert thinking - activity• Unemployment, changes in exchange grates• Critical thinking - analysing, and synthesising• Critical thinking - analysing, and synthesising• Critical thinking - analysing, as consumers• Critical thinking - analysing, as consumers	consequences of	of problem				0,,.		
meeting these obligationsexpert thinking, metacognitio n, creativity and business The impact of the economic climate on thinking – the impact of the economic climate on thinking and changing levels of reasoning consumer income, inflation, changes in government taxation, government taxation, analysing, ratesexpert thinking, metacognitio n, creativity the impact of the the impact of business the impact of business on individuals and wider society.the integrated nature of business the impact of business on individuals and wider society.• Unemployment, consumer income, inflation, changes in changes in exchange rates• Critical thinking – analysing, analysing, and• Students will learn about their rights as consumers						objectives.		
obligationsthinking, metacognitiointegrated nature of business activity and the impact of the economic climate on businesses:integrated nature of business decision• unemployment, changing levels of consumer income, inflation, changes in changes in exchange ratesSystems thinking - decisionintegrated nature of businesses: decision• Unemployment, changes in changes in exchange ratesCritical thinking - making and changes in critical thinking - analysing, changes in exchange ratesCritical analysing, analysing, analysing analysing• Unemployment consumer income, inflation, changes in changes in exchange ratesCritical analysing, analysing, analysingStudents will learn about their rights as consumers								
Image: Construct of the systemsmetacognition. creativityand businessn. creativityand businessSystemsThe impact of the economic climate on businesses:decision• unemployment, changes in changes in consumer income, inflation, changes in changes in exchangeCriticalinflation, changes in changes in exchangeCriticalinterest rates, government taxation, changes in exchangeSynthesisingand yinderanalysing, synthesisingratesandandandand widerand widersociety.Students willlearn abouttheir rightsasconsumers	, , , , , , , , , , , , , , , , , , ,					integrated		
1.5.4 The economy and business The impact of the economic climate on businesses:n, creativity systems thinking – decisionbusiness activity and the impact of businesses:• unemployment, changing levels of reasoning consumer income, inflation, changes in government taxation, changes in exchange ratesSystems thinking – thinking – activity thinking – thinking – society.business activity and the impact of business on individuals and wider society.1.5.4 The economy economic climate on businesses:decision thinking – teasoningindividuals and wider society.• Unemployment, consumer income, inflation, changes in government taxation, changes in exchange ratesCritical thinking – analysing, synthesising andStudents will learn about their rights as consumers								
and business The impact of the economic climate on businesses:Systems thinking – decisionactivity and the impact of business on individuals and wider society.• unemployment, changing levels of reasoningmaking and reasoningand wider society.• inflation, changes in inflation, changes in changes in exchange government taxation, changes in exchange synthesising ratesCritical thinking – analysing, synthesising and	1.5.4 The econom							
The impact of the economic climate on businesses: • unemployment, changing levels of inflation, changes in changes in exchange ratesSystems thinking – decision making and reasoningthe impact of business on individuals and wider society.V• Unemployment, changing levels of consumer income, inflation, changes in changes in changes in exchange rates• Critical thinking – analysing, and• Unemployment, reasoning consumer income, inflation, changes in thinking – analysing, analysing, analysing, changes in exchange and• Critical thinking – analysing, as consumers• Students will learn about their rights as consumers								
economic climate on businesses: thinking – decision business on individuals and wider society. • unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates Critical thinking – analysing, synthesising and Students will learn about their rights as consumers		Systems						
businesses:decision• unemployment,making and• unemployment,making andchanging levels ofreasoningconsumer income,inflation, changes ininflation, changes inCriticalinterest rates,thinking –government taxation,analysing,changes in exchangesynthesisingratesand		,						
 unemployment, changing levels of consumer income, inflation, changes in changes in exchange synthesising rates inflation, changes in analysing, changes in exchange and income synthesising and income synthesising and income synthesising income synthesising and income synthesising income synthesising and income synthesis and inc								
changing levels of consumer income, inflation, changes in government taxation, changes in exchange ratesreasoningsociety.society.Students will learn about their rights as consumersStudents will learn about their rights as consumers								
consumer income, inflation, changes in interest rates, changes in exchange ratesCritical thinking – analysing, synthesising andStudents will learn about their rights as consumers		, e						
inflation, changes in critical thinking – analysing, changes in exchange and	3 3	Ű,				society.		
interest rates, thinking – government taxation, analysing, changes in exchange synthesising rates and and consumers						Studente will		
government taxation, changes in exchange ratesanalysing, synthesising andtheir rights as consumers								
changes in exchange synthesising as rates and consumers								
rates and consumers						•		
	rates					consumers		
1.5.5 External skills	1.5.5 External	SKIIIS						

influences The importance of external influences on business: • possible responses by		M3 Moral codes and models of moral virtues Pupils'
the business to changes in: technology, legislation, the economic climate.		interest in investigating, and offering reasoned views about,
		moral and ethical issues
		Mutual respect and tolerance: Students are taught about how
		businesses trade with each other in the Uk and other
		countries and respecting other
		people's cultures through marketing.
		They will have an understandin g of a diverse market for
		products which leads to diversificatio
		n. Also, students will have an

								understandin g of discriminatio n legislation.		
HT2	Topic 1.3 Putting a business idea into practice	 1.3.1 Business aims and objectives Business aims and objectives when starting up: financial aims and objectives: survival, profit, sales, market share, financial security non-financial aims and objectives: social objectives: social objectives: social objectives: social objectives of the social satisfaction, challenge, independence and control. Why aims and objectives differ between businesses. 1.3.2 Business revenues, costs and profits The concept and calculation of: revenue fixed and variable costs total costs profit and loss interest break even level of output margin of safety. Interpretation of break even diagrams: the impact of changes in revenue and costs break even level of output margin of safety • 	AO1 Demonstrate knowledge and understandin g of business concepts and issues AO2 Apply knowledge and understandin g of business concepts and issues to a variety of contexts AO3 Analyse and evaluate business information and issues to demonstrate understandin g of business activity, make judgements and draw conclusions Application of quantitative skills Calculations in a business context, Interpretation and use of	Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives. Students will be able to understand how business aims and objectives impact on the prices they have to pay for goods and services. Students will be given the tools to apply their learning into a real world context.	Application of calculations and their meanings. Understandi ng of the concept of venture capitalist. The concept of margin of safety and how to work it out.	BTEC Level 3 Nationals, Extended Certificate Business: Unit 3, E, Break-even and cash flow forecasts D, Select and evaluate different sources of business finance	Use of relevant calculations from A Level and BTEC Level 3 papers Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements. Develop resilience and independenc e. Use of difficult case studies (could use ones from A level papers) Feedback Encourage use of	M3 Moral codes and models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues M4 Recognising right and wrong (in a business context) and applying it Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understandin g in their own lives The rule of law: Students will learn about responsible borrowing/le nding and	Links are made to the role of social media/influe ncers and how customers are persuaded to purchase goods and services. Is this ethical? Can we rely on information from these forms? How can we learn to form our own opinions? Ethical marketing We encourage students to read newspapers and read business information We encourage students to read newspapers and read business information We encourage	Job role: Accountant/fi nancial advisor/banki ng. Visiting speaker. Using business case studies Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills, make this explicit to students.

	1	1				
profit and loss.	information from graphs		academic vocabulary	the implications.	affairs are incorporated	
1.3.3 Cash and	and charts		· · · · · · · · · · · · · · · · · · ·	Students will	into lessons	
cash-flow			Challenging	learn about		
The importance of cash			homework	insolvency.	When talking	
to a business:	Correct				about	
• to pay suppliers,	understandin				businesses,	
overheads and	g and use of		Higher level		links are	
employees	command		of application		made to how	
 to prevent business 	words		to context.		students	
failure (insolvency)					could set up	
the difference	Understandin				their own in	
between cash and profit.	g and				the future	
-	application of					
Calculation and	the				Make links to	
interpretation of	assessment				'real life'	
cash-flow forecasts:	objectives					
 cash inflows 						
 cash outflows 	Understandin					
net cash flow	g and					
opening and closing	application of					
balances	the					
1.2.4.0	markscheme					
1.3.4 Sources of business finance	Application of					
Sources of finance for a	Application of					
start-up or established	understandin g to business					
small business:	issues					
 short-term sources: 	135065					
overdraft and trade	Literacy					
credit						
 long-term sources: 	Communicati					
personal savings,	on					
venture capital, share						
capital, loans, retained	Self					
profit and crowdfunding.	management					
	ĭ					
	Non-routine					
	problem					
	solving –					
	expert					
	thinking,					
	metacognitio					
	n, creativity					
	Sustama					
	Systems					
	thinking –					

			decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills								
HT3	Topic 2.1 Growing the business	2.1.1 Business growth Methods of business growth and their impact: • internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) • external (inorganic) growth: merger, takeover. The types of business ownership for growing businesses: • public limited company (plc) Sources of finance for growing and established businesses: • internal sources: retained profit, selling assets • external sources: loan capital, share capital, including stock market flotation (public limited companies).	Correct understandin g and use of command words Understandin g and application of the assessment objectives Understandin g and application of the markscheme Application of understandin g to business issues Literacy Communicati on Self management Non-routine problem solving –	Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives. Students will be given the tools to apply their learning into a real world context. Students will be able to see where and how they fit into a global society.	Students confuse internal/exter nal growth as well as organic/inorg anic. Students confuse limited/unlimi ted liability. Application of sources of finance. Students can sometimes find it difficult seeing the connection and impact of imports/expo rts and exchange rates.SPICE D helps with this.	N/A	BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim A: Explore the features of different businesses and analyse what makes them successful BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine the environment in which businesses operate	Effective questioning, e.g. socratic. Use of difficult case studies (could use ones from A level papers) Feedback Encourage use of academic vocabulary Challenging homework Challenge tasks are built into lessons. Higher level of application to context. Develop resilience and independenc e.	Spiritual SP1 Developing personal values and beliefs M4 Recognising right and wrong (in a business context) and applying it Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understandin g in their own lives Individual liberty :Students learn about businesses and individuals,	We encourage students to read newspapers and business information We encourage students to watch the news Current affairs are incorporated into lessons When talking about businesses, links are made to how students could set up their own in the future Make links to 'real life'	Researching companies, sole traders and partnerships. Using business case studies Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students Using business case studies

							ı
	expert			Students will	how they	organisation	Develop
2.1.2 Changes in	thinking.			be able to	contribute to	on the stock	employability
business aims and	metacognitio			achieve	society and	marketStude	skills:
objectives	n, creativity			higher level	the role of	nts are	confidence,
Why business aims	II, creativity			skills such as	everyone as	taught about	team work,
and objectives change	Systems			analyse,	a	how	organisation,
as businesses evolve:	thinking –			evaluate and	a stakeholder	businesses	negotiation,
• in response to: market	decision			make	in society.	trade with	problem
conditions, technology,	making and			reasoned	Spiritual SP1	each other in	solving,
	· · ·					the UK and	•
performance, legislation,	reasoning			judgements.	Developing		leadership,
internal reasons.	Oritical			O	personal	other	ability to
	Critical			Group work	values and	countries	work under
How business aims	thinking –				beliefs	and	pressure,
and objectives change	analysing,			Higher level	0.50	respecting	motivation.
as businesses evolve:	synthesising			questioning,	SP3	other	When
 focus on survival or 	and				Exploring the	people's	students are
growth • entering or	reasoning			Use of real	values and	cultures	using these
exiting markets	skills			world data	beliefs of	through	skills make
 growing or reducing 				FTSE. Plot	others	marketing.	this explicit
the workforce	Evaluation			and predict.	Pupils'	They will	to students
 increasing or 					beliefs,	have an	
decreasing product	Justification			Use of	religious or	understandin	Pressure
range				difficult case	otherwise,	g of a	groups. Jobs
				studies	which inform	diverse	in logistics.
2.1.3 Business and				(could use	their	market for	Possible
globalisation				ones from A	perspective	products	speaker
The impact of				level papers)	on life and	which leads	
globalisation on					their interest	to	
businesses:				Feedback	in and	diversificatio	
 imports: competition 					respect for	n.	
from overseas, buying				Encourage	different		
from overseas				use of	people's	Use of case	
 exports: selling to 				academic	feelings and	studies to	
overseas markets				vocabulary	values	exemplify	
 changing business 				-		ethical	
locations				Develop	M2	behaviour	
 multinationals. 				resilience	Investigating	and show	
				and	moral values	where	
Barriers to				independenc	and ethical	organisation	
international trade:				e.	issues	s have been	
• tariffs					Pupils'	unethical	
trade blocs.				Research	interest in		
				homework.	investigating,	We	
How businesses				Ethical	and offering	encourage	
compete				behaviour in	reasoned	students to	
internationally:				business.	views about,	read	
• the use of the internet				Present.	moral and	newspapers	

		and e-commerce • changing the marketing mix to compete internationally. 2.1.4 Ethics, the environment and business The impact of ethical and environmental considerations on businesses: • how ethical considerations influence business activity: possible trade-offs between ethics and profit How environmental considerations influence business activity: • possible trade-offs between the environment, sustainability and profit • the potential impact of pressure group activity on the marketing mix						ethical issues Democracy: Students investigate business ownership and how they are designed to help improve society.	and read business information We encourage students to watch the news Current affairs are incorporated into lessons When talking about businesses, links are made to how students could set up their own in the future Make links to 'real life'	
HT4	Topic 2.4 Making financial decisions	2.4.1 Business calculations The concept and calculation of: • gross profit • net profit Calculation and interpretation of: • gross profit margin • net profit margin • average rate of return 2.4.2 Understanding business performance	Correct understandin g and use of command words Understandin g and application of the assessment objectives Understandin g and application of	Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives.	Interpretation of charts and graphs. Using the information in graphs and charts to complete formulas. Some students can do the calculations, but find it difficult to	BTEC Level 3 Nationals, Extended Certificate Business: Unit 3, F3 Measuring profitability, F4 Measuring liquidity	Effective questioning, Use of difficult case studies (could use ones from A level papers) Relevant exam questions from BTEC Level 3.	M3 Moral codes and models of Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues M4 Recognising	We encourage students to read newspapers and read business information We encourage students to watch the news Current	Business accounting Financial advisor Banking Management Business consultancy Using business case studies

 The use and interpretation of quantitative business data to support, inform and justify business decisions: information from graphs and charts financial data marketing data market data. The use and limitations of financial information in: understanding business performance making business decisions 	the markscheme Application of understandin g to business issues Calculations in a business context, including: •percentage changes • averages • averages • revenue, costs and profit • gross profit margin and net profit margin ratios • average rate of return • cash-flow forecasts, including total costs, total revenue and net cash flow Interpretation and use of quantitative data in business contexts to	Students will be given the tools to apply their learning into a real world context.	use the information to form a judgement on the business.		Feedback Encourage use of academic vocabulary Challenging homework Challenge tasks are built into lessons. Higher level of application to context. Develop resilience and independenc e. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.	right and wrong (in a business context) and applying it Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understandin g in their own lives The rule of law: Students will learn about responsible borrowing/le nding and the implications. Students will learn about insolvency.	affairs are incorporated into lessons When talking about businesses, links are made to how students could set up their own in the future Make links to 'real life' examples	Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students
	Interpretation and use of quantitative data in							
	contexts to support, inform and justify business decisions, including: • information							

from granba				
from graphs and charts				
and charts				
 profitability 				
ratios (gross				
profit margin				
and net profit				
margin)				
• financial				
data,				
including				
profit and				
loss, average				
rate of return				
and				
cash-flow				
forecasts				
 marketing 				
data,				
including				
market				
research				
data				
• market				
data,				
including				
market				
market				
share,				
changes in				
costs and				
changes in				
prices.				
Self				
management				
Non-routine				
problem				
solving –				
expert				
thinking,				
metacognitio				
n, creativity				
Sustama				
Systems				
thinking –				
decision				
making and				
reasoning				
	II			

			Critical thinking – analysing, synthesising and reasoning skills Evaluation Justification								
HT5	Topic 2.5 Making human resource decisions	 2.5.1 Organisational structures Different organisational structures and when each are appropriate: hierarchical and flat centralised and decentralised. The importance of effective communication: the impact of insufficient or excessive communication on efficiency and motivation barriers to effective communication. Different ways of working: part-time, full-time and flexible hours permanent, temporary, and freelance contracts the impact of technology on ways of working: efficiency, remote working. 	Correct understandin g and use of command words Understandin g and application of the assessment objectives Understandin g and application of the markscheme Application of understandin g to business issues Critical thinking – analysing, synthesising and reasoning skills Evaluation	Students will develop their skills, knowledge and confidence in the subject and develop a love of business studies as they see the relevance to their lives. Students will be given the tools to apply their learning into a real world context. Students will learn about the world of work and the different types of jobs available to them and where they	Advantages and disadvantag es of different hierarchical structures.	N/A	BTEC Level 3 Nationals, Extended Certificate Business: Unit 8, Learning aim A: Examine how effective recruitment and selection contribute to business success	Effective questioning, Use of difficult case studies (could use ones from A level papers) Feedback Encourage use of academic vocabulary Challenging homework Challenge tasks are built into lessons. Higher level of application to context. Develop resilience and independenc e.	M1 Developing and expressing personal views or values Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues S3 Understandi ng how communities and societies function Pupils' interest in, and understandin g of, the way communities and societies function at a variety of levels	How different ways of working have changed over time. Why? Students will have an understandin g of discriminatio n legislation. LMI	Human Resources Functional areas within a business in 'the real world'. Visiting speakers Using business case studies Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure, motivation. When students are using these

retention - retraining to use new technology					
2.5.4 Motivation					
The importance of motivation in the workplace:					
- attracting employees, retaining employees, productivity					
How businesses motivate employees:					
 Financial methods: remuneration, bonus, commission, promotion, fringe benefits Non-financial methods: job-rotation, job-enrichment, autonomy 					

Revision once POS is completed.

Skills developed throughout the programme

Cognitive skills

- Non-routine problem solving expert thinking, metacognition, creativity.
- Systems thinking decision making and reasoning.
- Critical thinking definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy access, manage, integrate, evaluate, construct and communicate.

Interpersonal skills

- Communication active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

• Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.

• Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.