

Long Term Plan - Pearson BTEC Level 3 Certificate in Business

QN 601/7155/8

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 misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Unit 2: Developing a Marketing Campaign LAA - Introduction to the principles and purposes of marketing that underpin the creation of a rationale for a marketing campaign	A1 The role of marketing A2 Influences on marketing activity	<p>Correct understanding and use of command words</p> <p>Understanding and application of the learning aims</p> <p>Understanding and application of the assessment criteria</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p>	<p>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.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will be able to see how marketing impacts on their everyday</p>	<p>Students can sometimes find it difficult to explain how the marketing mix can give a business competitive advantage.</p> <p>Students can see these topics in isolation, but can find it hard to make the connections.</p> <p>Students sometimes find it difficult to apply the theory to the Set Task A/B.</p>	<p>1.2.2 Market research</p> <p>1.2.3 Market segmentation</p> <p>1.4.3 The marketing mix</p> <p>Topic 2.2 Making marketing decisions</p>	<p>Foundation degrees/degrees in business management . Economics, accounting, HR and more.</p> <p>Marketing module</p>	<p>Effective questioning,</p> <p>Use of difficult case studies (journals)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons.</p> <p>Higher level of application to context.</p> <p>Develop resilience and independence.</p>	<p>M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>Cultural C1 Exploring, understanding and respecting diversity Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they</p>	<p>Links are made to the role of social media/influencers 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?</p> <p>Ethical marketing</p> <p>We encourage students to read newspapers</p>	<p>Using business case studies</p> <p>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</p> <p>Job roles in marketing.</p> <p>Talk from employer..</p>

			<p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>lives and be given the tools to make informed decisions about their purchases as they will have learned the techniques used by business to encourage sales.</p>				<p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Distinction level tasks</p>	<p>understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>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 understanding of a diverse market for products which leads to</p>	<p>and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	
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									diversification.		
HT1	Unit 2: Developing a Marketing Campaign LAB - Using information to develop the rationale for a marketing campaign	B1 Purpose of researching information to identify the needs and wants of customers B2 Market research methods and use B3 Developing the rationale	Correct understanding and use of command words Understanding and application of the learning aims Understanding and application of the assessment criteria Application of understanding to business issues 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. Students will be given the tools to apply their learning into a real world context. Students will develop	Students find it difficult to find the research to support Set Task A/B and need to develop these skills to be successful in their exam.	1.2.2 Market research 1.2.3 Market segmentation 1.4.3 The marketing mix Topic 2.2 Making marketing decisions	Foundation degrees/degrees in business management . Economics, accounting, HR and more. Marketing module	Use data to create own bar chart graph. (not necessary in exam, but is a good skill to learn) Effective questioning.. Use of difficult case studies (could use ones from A level papers) Feedback Encourage use of academic vocabulary	M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues Cultural C1 Exploring, understanding and respecting diversity Pupils' interest in exploring, understanding of, and	Students will create their own market research. We encourage students to read newspapers and read business information We encourage students to watch the news Current affairs are incorporated into lessons	Visit to marketing company. 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

			<p>quantitative skills from research</p> <p>Interpretation and use of information from graphs and charts from research</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>research skills that are transferable skills they can use in their futures.</p>				<p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p>	<p>respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>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 understanding of a</p>	<p>this explicit to students</p>
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									diverse market for products which leads to diversification..		
HT2	Unit 2: Developing a Marketing Campaign LAC -Planning and developing a marketing campaign	C1 Marketing campaign activity C2 Marketing mix C3 The marketing campaign C4 Appropriateness of marketing campaign	Correct understanding and use of command words Understanding and application of the learning aims Understanding and application of the assessment criteria Application of understanding to business issues Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning	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.	Application of theory to a context in Set A/B. Students tend to regurgitate theory rather than apply it.	1.2.2 Market research 1.2.3 Market segmentation 1.4.3 The marketing mix Topic 2.2 Making marketing decisions	Foundation degrees/degrees in business management . Economics, accounting, HR and more. Marketing module Higher level apprenticeship in business and marketing	Effective questioning, Use of difficult case studies (could use ones from A level papers) Relevant exam questions from BTEC Level 3. Feedback Encourage use of academic vocabulary Challenging homework Challenge tasks are built into lessons. Higher level of application to context. Develop resilience and independence.	M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues Cultural C1 Exploring, understanding and respecting diversity Pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes	We encourage students to read newspapers and read business information We encourage students to watch the news Current affairs are incorporated into lessons Make links to 'real life' examples	Business accounting Financial advisor Banking Management Business consultancy 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 Talk from

			<p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>					<p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p>	<p>towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>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 understanding of a diverse market for products which leads to diversification.</p>		<p>University about degrees in business and related subjects.</p>
HT3	Unit 1: Exploring Business Learning aim A:	A1 Features of businesses A2 Stakeholders and their influence A3 Effective business	Correct understanding and use of command words	Students will develop their skills, knowledge and	Students may confuse limited and unlimited liability	Topic 1.4 Making the business effective	Foundation degrees/degrees in business management	Effective questioning, e.g. socratic. Use of	Spiritual SP1 Developing personal values and beliefs	We encourage students to read newspapers	Researching companies, sole traders and partnerships.

	<p>Explore the features of different businesses and analyse what makes them successful</p> <p>Learning aim B: Investigate how businesses are organised</p>	<p>communications B1 Structure and organisation B2 Aims and objectives</p>	<p>Understanding and application of the learning aims</p> <p>Understanding and application of the assessment criteria</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p> <p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning</p>	<p>confidence in the subject and develop a love of business studies as they see the relevance to their lives.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will be able to see the possibilities of becoming entrepreneurs of the future.</p>	<p>Students may not make connections between the aims and objectives of a business and its structure..</p>	<p>1.5.1 Business stakeholders</p> <p>Topic 2.5 Making human resource decisions</p>	<p>. Economics, accounting, HR and more.</p> <p>Human resource module</p> <p>Higher level apprenticeship in business and administration</p>	<p>difficult case studies (journals)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons.</p> <p>Higher level of application to context.</p> <p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p> <p>Group work</p> <p>Distinction level tasks</p>	<p>M4 Recognising right and wrong (in a business context) and applying it</p> <p>Pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</p> <p>Individual liberty :Students learn about businesses and individuals, how they contribute to society and role of everyone as a stakeholder in society.</p> <p>The rule of law: Students will learn about responsible borrowing/lending and the</p>	<p>and business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	<p>Using business case studies</p> <p>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</p> <p>Talk from HR Arco</p>
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			skills Evaluation Justification						implications. Students will learn about insolvency.		
HT4	<p>Unit 1: Exploring Business Learning aim C: Examine the environment in which businesses operate</p> <p>Learning aim D: Examine business markets</p> <p>Learning aim E: Investigate the role and contribution of innovation and enterprise to business success</p>	<p>C1 External environment C2 Internal environment C3 Competitive environment C4 Situational analysis</p> <p>D1 Different market structures D2 Relationship between demand, supply and price D3 Pricing and output decisions E1 Role of innovation and enterprise E2 Benefits and risks associated with innovation and enterprise</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the learning aims</p> <p>Understanding and application of the assessment criteria.</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self management</p> <p>Non-routine problem solving – expert thinking, metacognition, creativity</p>	<p>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.</p> <p>Students will be given the tools to apply their learning into a real world context.</p> <p>Students will be able to see where and how they fit into a global society.</p> <p>Students will further develop their knowledge of entrepreneur</p>	<p>Students may not grasp the correlation between supply and demand and price. They can find this concept difficult.</p>	<p>2.1.3 Business and globalisation</p> <p>Topic 1.1 Enterprise and entrepreneurship</p>	<p>Foundation degrees/degrees in business management . Economics, accounting, HR and more.</p> <p>Business environment s module</p> <p>Higher level apprenticeship in business and administration</p>	<p>Higher level questioning, Use of real world data.</p> <p>Use of difficult case studies (journals)</p> <p>Feedback</p> <p>Encourage use of academic vocabulary</p> <p>Challenging homework</p> <p>Challenge tasks are built into lessons. Higher level of application to context.</p> <p>Develop resilience and independence.</p> <p>Students will be able to achieve higher level</p>	<p>Spiritual SP1 Developing personal values and beliefs</p> <p>SP3 Exploring the values and beliefs of others Pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</p> <p>M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and</p>	<p>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 understanding of a diverse market for products which leads to diversification.</p> <p>Use of case studies to exemplify ethical behaviour and show where organisations have been unethical</p>	<p>Using business case studies</p> <p>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</p> <p>What it takes to be an entrepreneur .</p> <p>Visiting speaker who set up own business.</p>

			<p>Systems thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>rship and learn skills they could use should they decide they one to be one.</p>				<p>skills such as analyse, evaluate and make reasoned judgements.</p> <p>Distinction level tasks</p>	<p>ethical issues</p> <p>Democracy: Students investigate the external environment and how this can impact businesses and people. How different countries have different systems and they are designed to help improve society. Not all are the same, not all are fair.</p>	<p>We encourage students to read newspapers and read business information</p> <p>We encourage students to watch the news</p> <p>Current affairs are incorporated into lessons</p> <p>When talking about businesses, links are made to how students could set up their own in the future</p> <p>Make links to 'real life'</p>	
HT5/6	Unit 2: Developing a Marketing Campaign. Preparation for assessment	<p>AO1 Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions</p> <p>AO2 Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns</p> <p>AO3 Evaluate evidence</p>	<p>Students will work on a past Set Task A & B in preparation for external assessment. To be conducted as a real assessment, then marked and improved by students.</p> <p>If time permits, students will complete a second paper.</p>								

		<p>to make informed judgements about how a marketing campaign should be planned, developed and adapted in light of changing circumstances AO4 Be able to develop a marketing campaign with appropriate justification, synthesising ideas and evidence from several sources to support arguments</p>	
<p>Skills developed throughout the programme</p> <p>Cognitive skills</p> <ul style="list-style-type: none"> ● 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. <p>Interpersonal skills</p> <ul style="list-style-type: none"> ● 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. <p>Intrapersonal skills</p> <ul style="list-style-type: none"> ● 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. 			