

Long Term Plan GCSE Business Y10 (Theme 1)

Pearson Edexcel Level 1/Level 2 GCSE in Business QN 603/0121/1, Subject code 1BSO, Paper code 1BSO/01

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
НТ1	Topic 1.1 Enterpris e and Entrepre neurship	1.1.1 The dynamic nature of business Why new business ideas come about: • changes in technology • changes in what consumers want • products and services becoming obsolete How new business ideas come about: • original ideas • adapting existing products/services/ideas 1.1.2 Risk and reward The impact of risk and reward on business activity: • risk: business failure, financial loss, lack of security • reward: business success, profit, independence 1.1.3 The role of business The role of business	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	Students are happy and demonstrate a hunger for learning and have the courage to attempt new tasks and complete current ones. Misconcepti ons are corrected and challenged at an appropriate level. Students will be given the tools to apply their learning into a real world context.	Students may confuse how and why new business ideas come about. Students may struggle with the structure of exam responses.	N/A	BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim E: Investigate the role and contribution of innovation and enterprise to business success	Introduce analyse exam questions. 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.	Spiritual SP1 Developing personal values and beliefs 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 M2 Investigating moral values and ethical	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	What are job roles. Becoming an entrepreneur 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

enterprise and the purpose of business activity: • to produce goods or services • to meet customer needs • to add value: convenience, branding, quality, design, unique selling points. The role of entrepreneursing: • an entrepreneur: organises resources, makes business decisions, takes risks.	conclusions 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 – expert thinking, metacognitio n, creativity Systems	Students will develop their skills, knowledge and confidence so that they can see they too can become an entrepreneur.		Higher level of application to context. Develop resilience and independence.	issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues Democracy: Students investigate business ownership and how they are designed to help improve society.	'real life' Shares - track an organisation on the stock market	students.
	n, creativity						

			Critical thinking – analysing, synthesising and reasoning skills							
HT2	Topic 1.2 Spotting a business opportuni ty	1.2.1 Customer needs what customer needs are: • price, quality, choice, convenience The importance of identifying and understanding customers: • generating sales, business survival 1.2.2 Market research The purpose of market research: • to identify and understand customer needs • to identify gaps in the market • to reduce risk • to inform business decisions. Methods of market research: • primary research: survey, questionnaire, focus group, observation • secondary research: internet, market reports, government reports. The use of data in market research: • qualitative and quantitative data	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 Correct understandin g and use of command words	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 see how marketing impacts on their everyday 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	Students may confuse qualitative and quantitative data. Students may struggle with the concept of segmentation . Students may struggle with the concept and application of market mapping.	BTEC Level 3 Nationals, Extended Certificate Business: Unit 2, C Planning and developing a marketing campaign	Introduce justify/Evalua te questions. Homework project on market research. Present findings. (challenge built in) Effective questioning, e.g. socratic. Use of difficult case studies (could use ones from A level papers) Feedback Encourage use of academic vocabulary Develop resilience and independenc e. Challenging	M2 Investigating moral values and ethical issues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues Cultural C1 Exploring, understandin g and respecting diversity Pupils' interest in exploring, understandin g of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different	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. Use of case studies to exemplify ethical behaviour and show where organisations have been unethical	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. Visiting speaker

nn m m m m m m m m m m m m m m m m m m	the role of social media in collecting market research data the importance of the reliability of market research data. 1.2.3 Market research data. 1.2.3 Market research data. 1.2.3 Market research data. 1.2.4 Segmentation research data. 1.2.5 Identifying market resegments: location, demographics, lifestyle, income, age market mapping to dentify a gap in the market and the competition. 1.2.4 The competitive renvironment results and weaknesses of competitors based on: product range and customer service the impact of competition on business decision making.	Understandin g and application of the assessment objectives Understandin g and application of the markscheme Application of understandin g to business issues Literacy Communication Self management Non-routine problem solving – expert thinking, metacognition, creativity Systems thinking – decision making and reasoning Critical thinking, synthesising and reasoning and reasoning	sales. Students will be given the tools to apply their learning into a real world context.		homework Challenge tasks are built into lessons. Higher level of application to context.	religious, ethnic and socio-economic groups in the local, national and global communities Mutual respect and tolerance: Students are 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 undertanding of discriminatio n legilation.	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 'real life'	
		skills						

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HT3	Topic 1.3	1.3.1 Business aims	AO1	Students will	Application of		BTEC Level	Use of	M3 Moral	Links are	Job role:
	Putting a	and objectives	Demonstrate	develop their	calculations		3 Nationals,	relevant	codes and	made to the	Accountant/fi
	business	Business aims and	knowledge	skills,	and their		Extended	calculations	models of	role of social	nancial
	idea into	objectives when	and	knowledge	meanings.		Certificate	from A Level	moral virtues	media/influen	advisor/banki
	practice	starting up:	understandin	and			Business:	and BTEC	Pupils'	cers and how	ng.
		financial aims and	g of business	confidence	Understandin		Unit 3, E,	Level 3	interest in	customers	
		objectives: survival,	concepts and	in the	g of the		Break-even	papers	investigating,	are	Visiting
		profit, sales, market	issues	subject and	concept		and cash		and offering	persuaded to	speaker.
		share, financial security		develop a	venture		flow	Challenge	reasoned	purchase .	
		non-financial aims and	AO2 Apply	love of	capitalist.		forecasts	tasks are	views about,	goods and	Using
		objectives: social	knowledge	business				built into	moral and	services. Is	business
		objectives, personal	and	studies as	The concept		D, Select and	lessons.	ethical issues	this ethical?	case studies
		satisfaction, challenge,	understandin	they see the	of margin of		evaluate		l	Can we rely	
		independence and	g of business	relevance to	safety and		different	Students will	M4	on	Develop
		control.	concepts and	their lives.	how to work		sources of	be able to	Recognising	information	employability
		l	issues to a		it out.		business	achieve	right and	from these	skills:
		Why aims and	variety of	Students will			finance	higher level	wrong (in a	forms? How	confidence,
		objectives differ between	contexts	be able to				skills such as	business	can we learn	team work,
		businesses.		understand				analyse,	context) and	to form our	organisation,
			AO3 Analyse	how				evaluate and	applying it	own	negotiation,
		1.3.2 Business	and evaluate	business				make	Pupils' ability	opinions?	problem
		revenues, costs and	business	aims and				reasoned	to recognise		solving,
		profits	information	objectives				judgements.	the	Ethical	leadership,
		The concept and	and issues to	impact on					difference	marketing	ability to
		calculation of:	demonstrate	the prices					between right		work under
		• revenue	understandin	they have to				Develop	and wrong	We	pressure,
		 fixed and variable 	g of business	pay for				resilience	and their	encourage	motivation.
		costs	activity, make	goods and				and	readiness to	students to	When
		total costs	judgements	services.				independenc	apply this	read	students are
		profit and loss	and draw					e.	understandin	newspapers	using these
		• interest	conclusions	Students will					g in their own	and read	skills make
		break even level of		be given the				Use of	lives	business	this explicit to
		output	Application of	tools to				difficult case		information	students.
		 margin of safety. 	quantitative	apply their				studies	The rule of		
		l., ,,,	skills	learning into				(could use	law:	We	
		Interpretation of break		a real world				ones from A	Students will	encourage	
		even diagrams:	Calculations	context.				level papers)	learn about	students to	
		the impact of changes	in a business					E	responsible	watch the	
		in revenue and costs	context,					Feedback	borrowing/len	news	
		break even level of	Indames C.C.					F	ding and the	0	
		output	Interpretation					Encourage	implications.	Current	
		margin of safety ●	and use of					use of	Students will	affairs are	
		profit and loss.	information					academic	learn about	incorporated	
		400000000000000000000000000000000000000	from graphs					vocabulary	insolvency.	into lessons	
		1.3.3 Cash and cash-	and charts					Ob all a sasisa		VA/In a ser A a II disco	
		flow						Challenging		When talking	
		The importance of cash						homework		about	
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to a business: • to pay suppliers, overheads and employees • to prevent business failure (insolvency) • the difference between cash and profit. Calculation and interpretation of cashflow forecasts: • cash inflows • cash outflows • net cash flow • opening and closing balances 1.3.4 Sources of business finance Sources of finance for a start-up or established small business: • short-term sources: overdraft and trade credit • long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowdfunding.	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 – expert thinking, metacognitio n, creativity Systems thinking – decision making and			Higher level of application to context.	businesses, links are made to how students could set up their own in the future Make links to 'real life'	

			thinking – analysing, synthesising and reasoning skills							
HT4	Topic 1.4 Making the business effective	1.4.1 The options for start-up and small businesses The concept of limited liability: • limited and unlimited liability • the implications for the business owner(s) of limited and unlimited liability. The types of business ownership for start-ups: • sole trader, partnership, private limited company • the advantages and disadvantages of each type of business ownership. The option of starting up and running a franchise operation: • the advantages and disadvantages of franchising 1.4.2 Business location Factors influencing business location: • proximity to: market, labour, materials and competitors • nature of the business activity • the impact of the internet on location	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 Correct understandin g and use of command words Understandin g and	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 learn about the types of businesses that they use, which brings their experiences to life. Students will be given the tools to apply their learning into a real world context.	Students may confuse the terms limited and unlimited liability. Students sometimes cannot relate the business plan to the impact of business finance. The impact of the marketing mix on competitive advantage.	BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim A: Explore the features of different businesses and analyse what makes them successful	Prompts to engage high level thinking in Pupils. Challenge tasks are built into lessons. Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements. Higher level of application to context. Effective questioning. Use of difficult case studies (could use ones from A level papers) Feedback Develop	SP2 Experiencing fascination, awe and wonder Pupils' sense of enjoyment and fascination in le SP5 Using imagination and creativity in learning Pupils' use of imagination and creativity in their learning Democracy: Students investigate business ownership and how they are designed to help improve society.	Inappropriate use of child labour to produce goods Unethical working practises Political, e.g. government support, membership of trading communities Exchange rates and their impact on business	Visiting speaker Job roles in banking.

decisions: e-commerce and for fixed premises 1.4.3 The marketing mix white marketing mix is and the importance of each element: • price, product, promotion, place. How the elements of the marketing mix work together: • balancing the marketing mix elements of the marketing mix elements of the marketing mix elements of the marketing mix elements on the marketing mix elements of the marketing mix elements on the marketing mix elements of the marketing						
Mix What the marketing mix is and the importance of each element: or protection of the marketing mix work together: o balancing the marketing mix or the impact of technology on the marketing mix or technology on the marke	and/or fixed premises	the assessment		and independenc		
What the marketing mix is and the importance of each element: • price, product, promotion, place. How the elements of the marketing mix work together: • balancing the marketing mix based on the competitive enteron the marketing mix has been to the marketing mix ecomomerce, digital communication. 1.4.4 Business plans The role and importance of a business plan: • to identify: the business plans: • to identify: the decision making and metacognition, racasifying reasoning. Critical thinking and and application of dapplication of the marketing mix work opening to the marketing mix work o		objectives		e.		
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promotion, place. How the elements of the marketing mix work together: • balaning the marketing mix based on the competitive environment • he impact of changing consumer needs on the marketing mix • the impact of technology on the marketing mix: • commerce, digital communication. 1.4.4 Business plans The role and importance of a business plans: • to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. The purpose of planning business activity: The purpose of planning business activity: The purpose of planning business activity: Application of understandin g to business issues Application of				vocabulary		
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		business plan in minimising risk and obtaining finance								
HT5	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 • digital communication • payment systems. How technology influences business activity in terms of: • sales • costs • marketing mix 1.5.3 Legislation and business	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 Correct understandin g and use of command words Understandin g and application of the assessment	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 may confuse stakeholders with shareholders . Students may not understand and express conflicts (points of view) of stakeholders	BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, A2 Stakeholders and their influence	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 Understandin g how communities and societies function Pupils' interest in, and understandin g of, the way communities and societies function at a variety of levels Individual liberty: Students learn about businesses and individuals paying taxes, how they contribute to	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 'real life' examples	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.

		The purpose of legislation: • principles of consumer law: quality and consumer rights • principles of employment law: recruitment, pay, discrimination and health and safety. The impact of legislation on businesses: • cost • consequences of meeting and not meeting these obligations	objectives Understandin g and application of the markscheme Application of understandin g to business issues Non-routine problem solving – expert thinking, metacognitio n, creativity Systems thinking – decision making and reasoning Critical thinking – analysing, synthesising and reasoning skills					society and role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Students will learn about their rights as consumers		
HT6	Topic 1.5 Understa nding external influence s on business	1.5.4 The economy and business The impact of the economic climate on businesses: • unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation,	AO1 Demonstrate knowledge and understandin g of business concepts and issues AO2 Apply knowledge	Students will develop their skills, knowledge and confidence in the subject and develop a love of business	Students may struggle with calculations. Students may not be able to explain the implications on business	BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine the environment in which	Use of relevant calculations from A Level and BTEC Level 3 papers Challenge tasks are built into	S3 Understandin g how communities and societies function Pupils' interest in, and understandin g of, the way	How different ways of working have changed over time. Why? Students will have an understandin g of	Using business case studies Develop employability skills: confidence, team work, organisation, negotiation,

changes in exchange rates and understandin g of business 1.5.5 External influences The importance of external influences on business: ● possible responses by the business to changes in: technology, ■ AO3 Analyse and evaluate business changes in exchange rates studies as they see the relevance to their lives.	variety of levels as M3 Moral codes and models of	and societies function at a variety of levels M3 Moral	discriminatio n legislation. LMI	problem solving, leadership, ability to work under pressure,
legislation, the economic climate. Revision for Theme 1, Paper 01 Students will be given the understandin g of business and draw conclusions Numeracy Correct understandin g and use of command words Understandin g and papilication of the assessment objectives Understandin g and papilication of the assessment objectives Understandin g and papilication of the markscheme Application of understandin g to business issues	Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues A Mutual respect and tolerance: Students are are taught about how businesses trade with each other in the Uk and other countries and respecting other on people's cultures through marketing. They will have an understandin g of a diverse market for products which leads to diversificatio	models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues Mutual respect and tolerance: Students are 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		motivation. When students are using these skills make this explicit to students. Use of LMI data. How does this topic impact on this?
	n. Also,	n. Also,		

Non-routine problem solving – expert thinking, metacognitio n, creativity		students will have an undertanding of discriminatio n legilation.	
Systems thinking – decision making and reasoning			
Critical thinking – analysing, synthesising and reasoning skills			

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.