

Long Term Plan GCSE Business Y11 (Theme 2)

Pearson Edexcel Level 1/Level 2 GCSE in Business
QN 603/0121/1, Subject code IBSO, Paper code IBSO/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 misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Topic 2.1 Growing the business	<p>2.1.1 Business growth Methods of business growth and their impact:</p> <ul style="list-style-type: none"> 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. <p>The types of business ownership for growing businesses:</p> <ul style="list-style-type: none"> public limited company (plc) <p>Sources of finance for growing and established businesses:</p> <ul style="list-style-type: none"> internal sources: retained profit, selling assets 	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Literacy</p> <p>Communication</p> <p>Self</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 confuse internal/external growth as well as organic/inorganic.</p> <p>Students confuse limited/unlimited liability.</p> <p>Application of sources of finance.</p>	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	<p>Effective questioning, e.g. Socratic.</p> <p>Use of difficult case studies (could use ones from A level papers)</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</p>	<p>Spiritual SP1 Developing personal values and beliefs</p> <p>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 understanding in their own lives</p> <p>Individual liberty: Students</p>	<p>We encourage students to read newspapers 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</p>	<p>Researching companies, sole traders and partnerships.</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>

		<ul style="list-style-type: none"> external sources: loan capital, share capital, including stock market flotation (public limited companies). <p>2.1.2 Changes in business aims and objectives Why business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> in response to: market conditions, technology, performance, legislation, internal reasons. <p>How business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> focus on survival or growth entering or exiting markets growing or reducing the workforce increasing or decreasing product range 	<p>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>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>learn about businesses and individuals, how they contribute to society and role of everyone as a stakeholder in society.</p>	<p>'real life'</p> <p>Shares - track an organisation on the stock market</p>	
HT2	Topic 2.1 Growing the business	<p>2.1.3 Business and globalisation The impact of globalisation on businesses:</p> <ul style="list-style-type: none"> imports: competition from overseas, buying from overseas exports: selling to overseas markets changing business locations multinationals. <p>Barriers to international trade:</p> <ul style="list-style-type: none"> tariffs 	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the</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</p>	<p>Students can sometimes find it difficult seeing the connection and impact of imports/exports and exchange rates. SPICED helps with this.</p>	N/A	<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine the environment in which businesses operate</p>	<p>Higher level questioning,</p> <p>Use of real world data FTSE. Plot and predict.</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Feedback</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</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</p>	<p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, negotiation, problem solving, leadership, ability to work under pressure,</p>

		<ul style="list-style-type: none"> ● trade blocs. <p>How businesses compete internationally:</p> <ul style="list-style-type: none"> ● the use of the internet and e-commerce ● changing the marketing mix to compete internationally. <p>2.1.4 Ethics, the environment and business</p> <p>The impact of ethical and environmental considerations on businesses:</p> <ul style="list-style-type: none"> ● how ethical considerations influence business activity: possible trade-offs between ethics and profit <p>How environmental considerations influence business activity:</p> <ul style="list-style-type: none"> ● possible trade-offs between the environment, sustainability and profit ● the potential impact of pressure group activity on the marketing mix 	<p>markscheme</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 skills</p> <p>Evaluation</p> <p>Justification</p>	<p>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>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 skills such as analyse, evaluate and make reasoned judgements.</p> <p>Research homework. Ethical behaviour in business. Present.</p>	<p>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 ethical issues</p> <p>Democracy: Students investigate business ownership and how they are designed to help improve society.</p>	<p>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>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</p>	<p>motivation. When students are using these skills make this explicit to students</p> <p>Pressure groups. Jobs in logistics. Possible speaker</p>
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										their own in the future	
										Make links to 'real life'	
HT3	Topic 2.2 Making marketing decisions	<p>2.2.1 Product The design mix: ● function, aesthetics, cost. The product life cycle: ● the phases of the product life cycle ● extension strategies. The importance to a business of differentiating a product/ service.</p> <p>2.2.2 Price ● pricing strategies ● influences on pricing strategies: technology, competition, market segments, product life cycle</p> <p>2.2.3 Promotion ● appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding ● the use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters</p> <p>2.2.4 Place ● methods of distribution: retailers and e-tailers (e-commerce).</p> <p>2.2.5 Using the</p>	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</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</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 lives and be given the tools to make informed decisions about their purchases as they will have</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>	N/A	BTEC Level 3 Nationals, Extended Certificate Business: Unit 2, Planning and developing a marketing campaign	<p>Effective questioning,</p> <p>Use of difficult case studies (could use ones from A level papers)</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 skills such as analyse, evaluate and</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 understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-</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 and read business information</p> <p>We encourage students to watch the news</p> <p>Current</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>Working for Amazon.</p> <p>Jobs in distribution.</p>

		<p>marketing mix to make business decisions</p> <ul style="list-style-type: none"> ●How each element of the marketing mix can influence other elements. ●Using the marketing mix to build competitive advantage. ●How an integrated marketing mix can influence competitive advantage. 	<p>thinking – decision making and reasoning</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>learned the techniques used by business to encourage sales.</p>				<p>make reasoned judgements.</p> <p>Problem solving task. Justify reason for choice.</p>	<p>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>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>	
HT4	Topic 2.3 Making operational decisions	<p>2.3.1 Business operations</p> <p>The purpose of business operations:</p> <ul style="list-style-type: none"> ● to produce goods ● to provide services. <p>Production processes:</p> <ul style="list-style-type: none"> ● job, batch, flow ● the impact of different types of production 	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of business</p>	<p>Interpretation of bar graph stock graphs.</p> <p>Confusion of quality control and quality assurance.</p>	N/A	<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 1, Learning aim C: Examine the environment in which</p>	<p>Use data to create own bar graph stock graph. (not necessary in exam, but is a good skill to learn)</p> <p>Effective</p>	<p>M3 Moral codes and models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and</p>	<p>Inappropriate use of child labour to produce goods</p> <p>Unethical working practises</p> <p>Political, e.g.</p>	<p>Visit to a production facility</p> <p>Visiting speaker</p> <p>Job roles in production/manufacturing</p>

		<p>process</p> <ul style="list-style-type: none"> ● keeping productivity up and costs down and allowing for competitive prices. ● Impacts of technology on production: <ul style="list-style-type: none"> ● balancing cost, productivity, quality and flexibility <p>2.3.2 Working with suppliers</p> <p>Managing stock:</p> <ul style="list-style-type: none"> ● interpretation of bar graph stock graphs ● the use of just in time (JIT) stock control. The role of procurement: ● relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust ● the impact of logistics and supply decisions on: costs, reputation, customer satisfaction <p>2.3.3 Managing quality</p> <p>The concept of quality and its importance in:</p> <ul style="list-style-type: none"> ● the production of goods and the provision of services: quality control and quality assurance ● allowing a business to control costs and gain a competitive advantage. <p>2.3.4 The sales process</p> <ul style="list-style-type: none"> ● product knowledge, speed and efficiency of service, customer 	<p>objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Application of quantitative skills</p> <p>Interpretation and use of information from graphs and charts</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 –</p>	<p>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 understand how the products they purchase are made.</p>			<p>businesses operate</p>	<p>questioning,.</p> <p>Use of difficult case studies (could use ones from A level papers)</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 skills such as analyse, evaluate and make reasoned judgements.</p>	<p>ethical issues</p> <p>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 understanding in their own lives</p> <p>The rule of law: Students will learn about responsible borrowing/lending and the implications. Students will learn about insolvency.</p>	<p>government support, membership of trading communities</p> <p>Exchange rates and their impact on business</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>
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		engagement, responses to customer feedback, post-sales service. ●The importance to businesses of providing good customer service.	analysing, synthesising and reasoning skills Evaluation Justification								
HT5	Topic 2.4 Making financial decisions	<p>2.4.1 Business calculations The concept and calculation of:</p> <ul style="list-style-type: none"> gross profit net profit <p>Calculation and interpretation of:</p> <ul style="list-style-type: none"> gross profit margin net profit margin average rate of return <p>2.4.2 Understanding business performance</p> <ul style="list-style-type: none"> 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. <p>The use and limitations of financial information in:</p> <ul style="list-style-type: none"> understanding business performance making business decisions 	<p>Correct understanding and use of command words</p> <p>Understanding and application of the assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Calculations in a business context, including:</p> <ul style="list-style-type: none"> percentages and percentage changes averages revenue, costs and profit gross profit 	<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>Interpretation of charts and graphs. Using the information in graphs and charts to complete formulas.</p> <p>Some students can do the calculations, but find it difficult to use the information to form a judgement on the business.</p>		<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 3, F3 Measuring profitability, F4 Measuring liquidity</p>	<p>Effective questioning,</p> <p>Use of difficult case studies (could use ones from A level papers)</p> <p>Relevant exam questions from BTEC Level 3.</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</p>	<p>M3 Moral codes and models of moral virtues Pupils' interest in investigating, and offering reasoned views about, moral and ethical issues</p> <p>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 understanding in their own lives</p> <p>The rule of law: Students will learn about</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' examples</p>	<p>Business accounting</p> <p>Financial advisor</p> <p>Banking</p> <p>Management</p> <p>Business consultancy</p> <p>Using business case studies</p> <p>Develop employability skills: confidence, team work, organisation, problem solving, leadership, ability to work under pressure, motivation. When students are using these skills make this explicit to students</p>

			<p>margin and net profit margin ratios</p> <ul style="list-style-type: none"> • average rate of return • cash-flow forecasts, including total costs, total revenue and net cash flow <p>Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including:</p> <ul style="list-style-type: none"> • information from graphs 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 					<p>independence.</p> <p>Students will be able to achieve higher level skills such as analyse, evaluate and make reasoned judgements.</p>	<p>responsible borrowing/lending and the implications. Students will learn about insolvency.</p>		
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			<p>data, including market share, changes in costs and changes in prices. 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>								
HT6	Topic 2.5 Making human resource decisions	<p>2.5.1 Organisational structures</p> <ul style="list-style-type: none"> • Different organisational structures and when each are appropriate: • hierarchical and flat • centralised and decentralised. 	<p>Correct understanding and use of command words</p> <p>Understanding and application of the</p>	<p>Students will develop their skills, knowledge and confidence in the subject and develop a love of</p>	<p>Advantages and disadvantages of different hierarchical structures.</p>	N/A	<p>BTEC Level 3 Nationals, Extended Certificate Business: Unit 8, Learning aim A: Examine how effective recruitment</p>	<p>Effective questioning,</p> <p>Use of difficult case studies (could use ones from A level papers)</p>	<p>M1 Developing and expressing personal views or values Pupils' interest in investigating,</p>	<p>How different ways of working have changed over time. Why?</p> <p>Students will have an understandin</p>	<p>Human Resources</p> <p>Functional areas within a business in 'the real world'.</p> <p>Visiting</p>

		<p>The importance of effective communication:</p> <ul style="list-style-type: none"> the impact of insufficient or excessive communication on efficiency and motivation barriers to effective communication. <p>Different ways of working:</p> <ul style="list-style-type: none"> part-time, full-time and flexible hours permanent, temporary, and freelance contracts the impact of technology on ways of working: efficiency, remote working. <p>2.5.2 Effective recruitment</p> <p>Different job roles and responsibilities:</p> <ul style="list-style-type: none"> key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff. 	<p>assessment objectives</p> <p>Understanding and application of the markscheme</p> <p>Application of understanding to business issues</p> <p>Critical thinking – analysing, synthesising and reasoning skills</p> <p>Evaluation</p> <p>Justification</p>	<p>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 learn about the world of work and the different types of jobs available to them and where they will fit in within an organisation.</p>			<p>and selection contribute to business success</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 skills such as analyse, evaluate and make reasoned judgements.</p>	<p>and offering reasoned views about, moral and ethical issues</p> <p>S3 Understanding how communities and societies function Pupils' interest in, and understanding of, the way communities and societies function at a variety of levels</p> <p>Individual liberty: Students learn about businesses and individuals paying taxes, how they contribute to society and role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives,</p>	<p>g of discrimination legislation.</p> <p>LMI</p>	<p>speakers</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>
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									the integrated nature of business activity and the impact of business on individuals and wider society.		
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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.