



Why we teach what we teach

Include:

- What our curriculum seeks to do for students –
 - The Business curriculum through KS4 and 6th Form aims, in line with the School Mission, to give students the knowledge, skills and values they need to build a better future for themselves, their families and their community. In Business we aim for every student to develop the confidence and courage to be themselves and have access to opportunities that unlock their future success.
 - **Knowledge** - Provide students with a clear understanding of how businesses are created and run.
 - **Skills** - knowledge of business models & frameworks of analysis including accounting. Application skills – knowing which tools and theory to use to understand a situation better. Analysis – the considerations of options and alternatives looking at pros and cons based on evidence. Evaluation - the ability to weighing up of alternatives to come to a logical conclusion. Presentation skills – the ability to get the message across in a clear, concise and engaging way. Transferable skills include presentation and team-work, leadership, communication, compromise, discipline and individual responsibility and accountability
- What our aspirations are for students once they leave school
 - We aspire to produce students who are equipped to work in a 21st Century work place. Students who have studied Business go into all areas of life in both the private & public sectors from big companies to new start-ups, from law to outdoor motivation courses. Business students have analysis & problem-solving skills for life. Careers links are evident throughout business and the development of transferable careers skills is emphasised.

<p>Core concepts</p>	<ul style="list-style-type: none"> ➤ The core concepts Business students need to assimilate are: ➤ Business activity – why do businesses exist, types of business, legal forms of ownership, stakeholders ➤ Marketing – marketing mix, market research, segmentation ➤ People – employment law, training, motivation, recruitment, organisational structure ➤ Operations – production processes, quality, sales and customer services, consumer law, location and suppliers ➤ Finance – sources of finance, break-even, cash-flow, revenue, costs and profit and associated accounting statements ➤ Promotion of entrepreneurship through the vocational business option at KS4
<p>How our curriculum builds over time</p>	<ul style="list-style-type: none"> ➤ The curriculum builds through experiential learning, themes are introduced in KS4, and revisited in subsequent years, adding content and greater sophistication required in analysis and presentation. ➤ Two curricula are offered at KS4, GCSE Business and BTEC Enterprise. The GCSE places an emphasis on larger multinational companies and analyses them from an academic perspective. This course links directly into the A level Business offered in 6th Form. In the BTEC, a greater emphasis is placed on small local businesses and entrepreneurial startups and creating business plans to meet the needs of students who leave at the end of KS4 and go on to seek apprenticeships or college places in vocational subjects. ➤ In 6th Form, with a wider global outlook on business and an increased awareness of the ethical dimensions of business, students are prepared for the demands of Economics & Business related degrees and Higher and Degree based apprenticeships. They gain a range of analytical tools used in businesses today.
<p>Key ingredients of a lesson</p>	<ul style="list-style-type: none"> ➤ Clear Objectives ➤ Background Knowledge, recapped frequently ➤ Direct Instruction ➤ Student Practice ➤ Clear Plenary returning to the Objectives ➤ Demonstration of Learning ➤ Regular Assessment through questioning, written responses, Homework and in class assessments <p>Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind. Knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student</p>

	<p>progress. These include the use of the use of key word starters, recap quizzes, modelled questions and answers.</p>
<p>How we assess the knowledge, understanding and skills of students</p>	<ul style="list-style-type: none"> ➤ Regular formative assessment – key terms and subject knowledge ➤ Summative End of Unit tests including MCQ's, Application, Analysis, Interpretation and Evaluation questions. ➤ Unit tests and the mock exams throughout both the key stage 4 and 6th Form Curriculum. ➤ Students engage in a purposeful starter activity. AFL or follow up questioning is used to gauge understanding. Teachers makes use of TA if applicable to support small groups of students identified using class data. Questioning is used to uncover misconceptions and correct these. Teachers uses a variety of questioning techniques to ensure all students have to "think". ➤ Students know what they need to do to make progress and can demonstrate this by referring to mark schemes & feedback (peer or teacher). Feedback from formative assessment is designed to have impact. High expectations of behaviour are enforced in line with the School's Behaviour policy. Plenaries assess what students have learnt, giving the teacher data/feedback needed to address gaps in knowledge or address misconceptions in the next lesson. Students ensure equipment, uniform and workspaces are tidy, leaving in an orderly fashion.
<p>How we provide cultural capital and extra-curricular opportunities</p>	<ul style="list-style-type: none"> ➤ Through presentations and group work, Business increases students' sense of self-worth, resilience and agency from the positive experience of working and presenting together. Opportunities include trips to local businesses, volunteering opportunities, workshops and invitations bringing local businesses into School.
<p>How we provide stretch and challenge enrichment</p>	<ul style="list-style-type: none"> ➤ Higher ability students are encouraged to look at Undergraduate material. They are also posed more challenging questions, requiring evaluation and creation of substantive conclusions. ➤ Books including The Undercover Economist by Tim Harford, Reimagining Capitalism in a World on Fire by Rebecca M. Henderson and The Great Divide by Joseph Stiglitz are recommended ➤ Radio 4 In Business ➤ https://www.bbc.co.uk/programmes/b006s609 ➤ Radio 4 The Bottom Line ➤ https://www.bbc.co.uk/programmes/b006sz6t/episodes/player
<p>How we adapt our curriculum to meet the needs of all students</p>	<ul style="list-style-type: none"> ➤ Teachers are aware of the particular needs of individual students and plan lessons to accommodate their needs. Teachers liaise regularly with LSAs and have 1:1 discussions with SEN students to set appropriate tasks. Students are taught using adaptive teaching strategies.
<p>How we link our subject knowledge to the world of work and further study</p>	<ul style="list-style-type: none"> ➤ Companies are visited and visit School to provide real world context to academic study. Entrepreneurs are invited into school. At 6th Form, larger international companies are visited. ➤ Discussion is held about study of Business, Management & Economics at University level. ➤ Strong links are made to the School's Career Education Programme. ➤ Students are encouraged to think about apprenticeships ➤ References are made in lessons both to the knowledge gained and how this is used in work and also to the processes practiced, such as note taking, presentations and report writing and how they are used in the world of work.
<p>How we provide personal development for students</p>	<ul style="list-style-type: none"> ➤ Cultural values are explored and these are linked to moral and ethical business behaviour. The notion of blame is explored and corporate social responsibility.