

## **Business Studies Curriculum Overview**



**The vision for Business Studies is that every single student leaves us with the skills, attributes and academic qualifications to go on to enjoy lives of choice and opportunity.**

To ensure our pupils can go on to live a life of choice and opportunity, our curriculum is backwards planned; we expose pupils to the many facets of the designed and made world and give them lots of opportunities to practise and apply their skills. We aim to develop an inquisitive and resourceful mindset that will enable them to live a life of choice and opportunity.

We live in an ever-changing world, fuelled by technology and innovation. Business as an academic subject can help to broaden the minds of young people; using innovative businesses and entrepreneurs as examples to stimulate motivation amongst young people and imparting pupils with practical skills to support them through the start of their career.

We are confident that our Business Studies programme at Reach Academy will provide our pupils with a strong foundation in the skills and knowledge they need, whether they go on to pursue further study in Business, Management, Marketing, Finance, Economics or any of the many careers which are underpinned by management theory. We believe that our Business Studies curriculum will give them the confidence and skills they need to pursue their passions and live a life of choice and opportunity.

**1. Knowledge-rich:** The Business Studies curriculum seeks to give pupils a solid knowledge of business theories and concepts. Every lesson begins with retrieval practice which strengthens the recall of knowledge covered in previous units and lessons.

**2. Backwards planned:** In our all-through sequencing of our curriculum, knowledge is built upon as pupils progress through the school. So pupils will, for example, learn first core elements of business such as: Business environment, finance and marketing.

**3. Carefully resourced:** We continually improve the central resources on our drive each year; we adapt them to the learning needs of our groups, co-plan for mixed attainment groups. All-through our school we are aligned about what excellent teaching in business looks like: employing explicit instruction, teacher modelling, accountable independent reading and using systematic assessment for learning in lessons.

We carefully select business case studies and questions to practise during lessons, using scaffolding to ensure our curriculum is accessible to all pupils and interleaving to secure, long-term, deep and adaptable understanding of the business environment which pupils can apply in different contexts.

**4. Aspirational, inclusive and diverse:** Aspiration in our curriculum is seen in our high expectations of pupils and in the rigour of our booklets. There is a sense of joy in business lessons and this is evident through the pace of lessons, the use of choral response, partner talk and the celebration of pupil work.

We support and ensure our curriculum is inclusive for pupils with a range of needs first and foremost through high quality teaching: this means explicit instruction, scaffolding, adapting teaching according to AFL (assessment for learning), providing learners with worked examples and using diagrams to accompany explanations (dual coding). Our scaffolding is evident in our exposition, questioning and through use of aids where appropriate. Our curriculum is pitched high and we scaffold up. As a small school, we know our pupils and their needs very well, using the Graduated Approach to trial in-lesson interventions with our SENCO.

Diversity can be seen clearly across the curriculum: we ensure that pupils are exposed to business and management theories in a range of global business case studies.

**5. Rigorously assessed:** We systematically assess pupils in lessons by teaching responsively through a range of AFL strategies; through low-stakes assessments; and in formal assessments at the end of every half-term, after which we deliver whole-class feedback.

Our 'Do Nows' are a means of retrieval practice used to recap previously taught topics and are planned meticulously, considering spacing and interleaving of practice. Our low-stakes assessments are a key way of seeking and closing gaps in knowledge.

Formal assessments provide robust student data that can be used formatively to re-teach content identified in QLAs (question level analysis) through WCF (whole class feedback), and summatively to consider the snapshot of attainment and progress at that time.

**6. Regularly evaluated and reflected upon.** We use structures such as subject management, department meeting time and pupil progress meetings after formal assessments to frequently reflect on our curriculum. We consider its design, its resourcing, its implementation and its impact; making changes immediately or logging them for the next academic year. Constant reflection on our implementation takes place through our instructional coaching system, in which every teacher receives a weekly action step to improve their implementation of the curriculum.

## Y10 & 11 Curriculum Maps for BTEC Tech Award L1/ 2 ( equivalent to 1 GCSE)

|     | Cycle One  | Cycle Two   | Cycle Three  |
|-----|--|---|--|
| Y10 | <ul style="list-style-type: none"> <li>Component 1: Exploring Enterprises</li> </ul>   | <ul style="list-style-type: none"> <li>Component 1: Exploring Enterprises</li> <li>Component 2: Planning and Presenting a Micro-Enterprise</li> </ul> | <ul style="list-style-type: none"> <li>Component 2: Planning and Presenting a Micro-Enterprise</li> <li>Component 3: Marketing and Finance for Enterprise</li> </ul> |
|     | Cycle One  | Cycle Two   | Cycle Three  |
| Y11 | <ul style="list-style-type: none"> <li>Component 2: Planning and Presenting a Micro-Enterprise</li> <li>Component 3: Marketing and Finance for Enterprise</li> </ul> | <ul style="list-style-type: none"> <li>Component 3: Marketing and Finance for Enterprise</li> </ul>   | <ul style="list-style-type: none"> <li>-</li> </ul>  |

## Y12 & 13 Curriculum Map for BTEC National L3 Business, single, double and triple award

- **Single - BTEC National L3 Extended Certificate in Business (equivalent to 1 A - level)**
- **Double - BTEC National L3 Diploma in Business (equivalent to 2 A - levels)**
- **Triple - BTEC National L3 Extended Diploma in Business (equivalent to 3 A - levels)**

| Y12    | Cycle One  | Cycle Two  | Cycle Three   |
|--------|--|--|---|
| Single | <ul style="list-style-type: none"> <li>Unit 1: Exploring Business</li> <li>Unit 3: Personal &amp; Business Finance</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1: Exploring Business</li> <li>Unit 3: Personal &amp; Business Finance</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 8: Recruitment &amp; Selection Process</li> </ul>   |
| Double | <ul style="list-style-type: none"> <li>Unit 1: Exploring Business</li> <li>Unit 3: Personal &amp; Business Finance</li> <li>Unit 4: Managing an Event</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 3: Personal &amp; Business Finance</li> <li>Unit 4: Managing an Event</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 3: Personal &amp; Business Finance</li> <li>Unit 8: Recruitment &amp; Selection Process</li> <li></li> </ul>                  |
| Triple | <ul style="list-style-type: none"> <li>Unit 1: Exploring Business</li> <li>Unit 3: Personal &amp; Business Finance</li> <li>Unit 4: Managing an Event</li> <li>Unit 14: Investigating Customer Services</li> </ul> | <ul style="list-style-type: none"> <li>Unit 3: Personal &amp; Business Finance</li> <li>Unit 4: Managing an Event</li> <li>Unit 14: Investigating Customer Services</li> </ul> | <ul style="list-style-type: none"> <li>Unit 3: Personal &amp; Business Finance</li> <li>Unit 8: Recruitment &amp; Selection Process</li> <li>Unit 28: Branding</li> </ul> |

- **Single - BTEC National L3 Extended Certificate in Business (equivalent to 1 A - level)**
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- **Triple - BTEC National L3 Extended Diploma in Business (equivalent to 3 A - levels)**

| Y13           | Cycle One   | Cycle Two   | Cycle Three   |
|---------------|---|---|---|
| <b>Single</b> | <ul style="list-style-type: none"> <li>● Unit 2: Developing a Marketing Campaign</li> </ul>   | <ul style="list-style-type: none"> <li>● Unit 2: Developing a Marketing Campaign</li> </ul>   | <ul style="list-style-type: none"> <li>● -</li> </ul>   |
| <b>Double</b> | <ul style="list-style-type: none"> <li>● Unit 2: Developing a Marketing Campaign</li> <li>● Unit 5: International Business</li> <li>● Unit 6: Principles of Management</li> </ul>   | <ul style="list-style-type: none"> <li>● Unit 2: Developing a Market</li> <li>● Unit 5: International Business</li> <li>● Unit 6: Principles of Management</li> </ul>   | <ul style="list-style-type: none"> <li>● Unit 5: International Business</li> <li>● Unit 19: Pitching for a new Business</li> <li>●</li> </ul>                                     |
| <b>Triple</b> | <ul style="list-style-type: none"> <li>● Unit 2: Developing a Marketing Campaign</li> <li>● Unit 5: International Business</li> <li>● Unit 6: Principles of Management</li> <li>● Unit 7: Business Decision Making</li> </ul> | <ul style="list-style-type: none"> <li>● Unit 5: International Business</li> <li>● Unit 6: Principles of Management</li> <li>● Unit 7: Business Decision Making</li> <li>● Unit 21: Training and Development</li> </ul> | <ul style="list-style-type: none"> <li>● Unit 7: Business Decision Making</li> <li>● Unit 19: Pitching for a new Business</li> <li>● Unit 21: Training and Development</li> </ul> |