



Year:		10	Subject:	Business	Autumn 1	Autumn 2	Spring 1	
Intent	Subject Concepts (Substantive knowledge) 	Learning Aim A: Examine the characteristics of enterprises:	A1 What is an enterprise?	Prior Knowledge: <ul style="list-style-type: none"> How marketing and finance contribute to success Know the reasons why research is important for business success. 	B1 Customer needs	Prior Knowledge: <ul style="list-style-type: none"> Understand the key word consumer. Characteristics of businesses What is enterprise 	C2 External Factors	Prior Knowledge: <ul style="list-style-type: none"> Basic understanding of PEST analysis Basic understanding of interest and exchange rates How the above has an impact on the economy
		Learning Aim A: Examine the characteristics of the entrepreneur.	A2 Types and characteristics of SMEs	Prior Knowledge: <ul style="list-style-type: none"> Be able to explain the difference between quantitative and qualitative research. Understand the advantages and disadvantages of different research methods 	B2 Using market research to understand customers	Prior Knowledge: <ul style="list-style-type: none"> Know the difference between primary and secondary research. Be able to give one example of primary research Be able to give one example of secondary research 	C3 Situational Analysis	Prior Knowledge: <ul style="list-style-type: none"> Basic understanding of PEST analysis Basic understanding of interest and exchange rates How the above has an impact on the economy
		Learning Aim B: Explore how market research helps enterprises to meet customer needs and competitor behaviour.	A3 The purpose of enterprises	Prior Knowledge: <ul style="list-style-type: none"> What a business is How ideas are generated for business 	B3 Understanding competitors	Prior Knowledge: <ul style="list-style-type: none"> Know the reasons why research is important for business success. Mass/niche markets 	C4 Measuring the success of an SME.	Prior Knowledge: <ul style="list-style-type: none"> Research into different SMEs What success might look like
		Learning Aim C: Investigating the factors that contribute to the success of an enterprise.	A4 Entrepreneurs	Prior Knowledge: <ul style="list-style-type: none"> Have some idea of the characteristics that famous entrepreneurs process 	C1 Internal factors	Prior Knowledge: <ul style="list-style-type: none"> Basic understanding of SWOT analysis Will know some strengths and weaknesses of successful businesses should be able to link the above to their two chosen businesses. 	Researching a SME for assessment.	Prior Knowledge: <ul style="list-style-type: none"> Understand of the characteristics of an entrepreneur and enterprise. Understand how to carry out research. Understanding of the external issues influencing a SME
		Disciplinary Knowledge		<ul style="list-style-type: none"> How to use analysing tools – SWOT analysis 	<ul style="list-style-type: none"> How to use a competitor’s analysis and PESTLE 	<ul style="list-style-type: none"> How to use the PEST(LE) and SWOT analysis 		
Busi	Common Misconceptions	<ul style="list-style-type: none"> Failure to understand difference between inventor and entrepreneur. Skills and traits do not mean the same. 	<ul style="list-style-type: none"> Difference between customer and consumer. A business can operate in both niche and mass markets. 	<ul style="list-style-type: none"> The difference between a micro size and small business Ethical and environmental mean the same. 				

Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Characteristics of a Business are the same as characteristics of an entrepreneur. 		
	Disadvantaged Students	<ul style="list-style-type: none"> • Clear, calm, and consistent routines. • Give positive direction and use praise. • Define keywords. • Type of ownership, struggle to understand the unlimited and liability concept. Allow time and give examples of the impact to a business. • How the characteristics of the business support the success of a business, will struggle to make the links. – Increase the level of support by either budding up with a more able student or with sixth former support. • Key terminology – keyword booklet, recall keywords 10 minutes at the beginning of the lesson. • For students to achieve the best results they will have a bank of keywords which they have practised, connective words and a checklist of points students need to cover. Teacher will use mini wipe boards to support students with sentence starters or ideas they want record and discuss with peer or teacher. 	<ul style="list-style-type: none"> • Clear, calm, and consistent routines. • Give positive direction and use praise. • Define keywords. • Qualitative will be straight forward but will find it difficult to write questions for quantitative data – Show examples, model a question, and give students extra time and adapt the number of questions they need a required to write. • Competitor analysis document can be over whelming with the amount of content. Adapt the document for easier access and show an example of a completes document. • Aspects of the SWOT analysis can be difficult to identify, normally, threats and opportunities. – Show examples of SWOT from students work from the past. One to one support with TA or sixth former. Use a template with one example already given. Or use wipe boards, so they can verbally feedback their ideas. • For students to achieve the best results they will have a bank of keywords which they have practised, connective words and a checklist of points students need to cover. Teacher will use mini wipe boards to support students with sentence starters or ideas they want record and discuss with peer or teacher. 	<ul style="list-style-type: none"> • Clear, calm, and consistent routines. • Give positive direction and use praise. • Define keywords. • Analysis of the external issues impacting on a business can be a complex topic. Bank of England resource is a good place to start. Visually shows how the economy works. To enable the students, show visuals to discuss each factor, show u-tube clips on the impact of different businesses. Use recordings from local businesses they are studying to high light the impacts. Adapt the template for easier access. • Making links, business characteristics to success of business can prove difficult. Allow more time, Use wipe boards for sentence starters. Create an individual action plan of points they need include in a logical structure. All students will have a checklist, adapt checklist for students. • For students to achieve the best results they will have a bank of keywords which they have practised, connective words and a checklist of points students need to cover. Teacher will use mini wipe boards to support students with sentence starters or ideas they want record and discuss with peer or teacher.
	More Able Students	<ul style="list-style-type: none"> • Many will not have family working in businesses or discussions around businesses and the economy at home. – invite in outside speakers, Show a Dragons Dens episode in lesson, young enterprise competition. • Purchase revision guides. • Laptops provided to all students, therefore more access to pod casts and BBC Bitesize. • Archived video recordings of businesses in the local area, compiled by the business department to support students with their research. 	<ul style="list-style-type: none"> • Many will not have family working in businesses or discussions around businesses and the economy at home. – invite in outside speakers, Show a Dragons Dens episode in lesson, young enterprise competition. • Purchase revision guides. • Laptops provided to all students, therefore more access to pod casts and BBC Bitesize. • Archived video recordings of businesses in the local area, compiled by the business department to support students with their research. 	<ul style="list-style-type: none"> • Many will not have family working in businesses or discussions around businesses and the economy at home. – invite in outside speakers, Show a Dragons Dens episode in lesson, young enterprise competition. • Purchase revision guides. • Laptops provided to all students, therefore more access to pod casts and BBC Bitesize. • Archived video recordings of businesses in the local area, compiled by the business department to support students with their research.
Literacy/Numeracy Skills	Vocabulary	<ul style="list-style-type: none"> • Key words booklet for component 1 	<ul style="list-style-type: none"> • Key words booklet for component 1 	<ul style="list-style-type: none"> • Key words booklet for component 1



	Reading	<ul style="list-style-type: none"> TNT Delivering a superior customer service. Source - Business Times 100 	<ul style="list-style-type: none"> TNT Delivering a superior customer service. Source - Business Times 100 	<ul style="list-style-type: none"> TNT Delivering a superior customer service. Source - Business Times 100 		
	Writing:	<ul style="list-style-type: none"> Write a report on the purpose and characteristics of a business they have researched. Using the BLT and PECAN strategies to support all students. 	<ul style="list-style-type: none"> Write a report on the methodology behind their research. The findings and the impact on their chosen business. Using the BLT and PECAN strategies to support all students. 	<ul style="list-style-type: none"> Write a report on the external issues impacting on their chosen business. Using the BLT and PECAN strategies to support all students. 		
	Oracy:	<ul style="list-style-type: none"> Deliver presentation on business research 	<ul style="list-style-type: none"> Face to face interviews with business owners. 	<ul style="list-style-type: none"> Feedback on their findings from PEST and PESTLE to clarify understanding. 		
	NUMERACY	<ul style="list-style-type: none"> Collecting research data 	<ul style="list-style-type: none"> Collecting research Data 	<ul style="list-style-type: none"> 		
Digital Strategy		<ul style="list-style-type: none"> Pod casts opportunities and to carry out market research. 	<ul style="list-style-type: none"> iPad for carrying out face to face interviews 	<ul style="list-style-type: none"> iPad for research 		
Home Learning	<ul style="list-style-type: none"> TNT Delivering a superior customer service. With task sheet. Source - Business Times 100 	<ul style="list-style-type: none"> TNT Delivering a superior customer service. With task sheet. Source - Business Times 100 	<ul style="list-style-type: none"> TNT Delivering a superior customer service. With task sheet. Source - Business Times 100 			
Impact	Composite Assessment					
	<p>Learning Aim A: The characteristics of the enterprise and entrepreneur.</p> <p>Learning Aim B: Explore how market research helps enterprises to meet customer needs and competitor behaviour.</p> <p>Learning Aim C: Investigating the factors that contribute to the success of an enterprise.</p>	<p>Date:</p>	<p>Content:</p> <p>Entrepreneur skills and qualities. The purpose and characteristics of an enterprise.</p>	<p>Date:</p>	<p>Content:</p> <p>Types of market research and how it is used. Primary and secondary research.</p>	<p>Date:</p>