




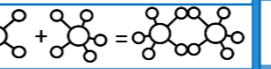




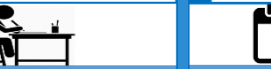

Swindon Academy Business Curriculum Map 2020-21

Intent

The business curriculum aims to develop students into enterprising individuals who have the ability to think commercially, creatively and are able to make informed choices and strategic decisions based on their knowledge of the world of business and commerce. Throughout the course, students should develop into critical and reflective thinkers. They will be aware of contemporary issues and the changing business environment. They will be able to construct well-evidenced and well-balanced arguments and where appropriate should be able to interpret data. Students will learn a range of analytical and evaluative skills which will be transferable not only in further education but also in the wider working world. Pupils should be encouraged to use the language of Business concisely and accurately as part of the wider school vocabulary curriculum to allow students to communicate and flourish both in and out the classroom in order to be able to face the challenges of 21st century Britain and moreover the global employment market.

Students opt to take Business Studies at KS4 and Key Stage 5, the curriculum is carefully sequenced to ensure that students build on their existing knowledge term by term. The syllabus emphasises the retention of facts and their application in the Business world. Opportunities to retain knowledge and apply this understanding in depth are embedded in all lessons to ensure they students have the best chance to succeed at both key stages. Students will have the opportunity to develop their knowledge skills, analysis and application throughout the course as they develop their understanding of the subject.

Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
<p>TLAC: Do Now, Exit ticket, Quizzing. This will be in 3 stages (across 3 lessons) Lesson 1: Quizzing keywords Lesson 2: Quizzing questions (Low marks) Lesson 3: Quizzing questions (High marks)</p>	<p>TLAC: What to do, Name the steps, I do we do you do. Teachers will provide steps/instructions to ensure logic and understanding of students.</p>	<p>TLAC: No opt out, cold call, right is right, stretch it. Teachers will use the phrases and plan questions being asked. Thinking about what the outcome of the questions should be in all abilities.</p>	<p>TLAC: Name the steps, I do we do you do, using the visualiser, show call. Demo's will be given and clarification on steps to complete tasks. Teacher will observe and use student answers for discussion.</p>	<p>TLAC: At bats, pepper, break it down. Writing notes in own words, checking for understanding after. Using at bats and pepper to question understanding.</p>	<p>TLAC: Circulate-check-respond, show me, tracking not watching, reject self-report. Teachers will circulate and observe students working. Whiteboards could be used for appropriate topics. Be focused on what you are looking for in your observations/give feedback to support mastering of the topic.</p>	<p>TLAC: I do we do you do, 100%, no opt out, SLANT, Circulate-check-respond. Teachers should observe, check and stop learning if misconceptions are identified. All should participate in checking of understanding which is construed by questioning.</p>	<p>TLAC: Break it down, name the steps, turn and talk, build stamina. This should be visible throughout the entire lesson. There will be elements of demo from teachers and students. There should be pair work and opportunity for discussion whilst written and computer work is being undertaken.</p>	<p>TLAC: Build stamina, show call, SLOP – Share lots of practice. Students will be given silent time to formulate ideas and produce work independently. The teacher will observe and share good practice when they see fit during the lesson.</p>	<p>TLAC: Do now, Exit ticket, Quizzing, At bats. This will be visible in the questioning and structure of do nows. Some exit tickets will be visible at the end of lesson. Students will be recalling concepts as they progress through the syllabus therefore recalling will be visible as students will be referring to work they have previously created.</p>

Term	1	2	3		3	4	5	6	
Year 10	<p>Theme 1: Investigating small business Topic: 1.1 Enterprise and Entrepreneurship This is the beginning of the GCSE and focuses on the dynamic nature of business in relation to how and why business ideas come about. Risk and reward is also explored and the role of entrepreneurship.</p> <p>Topic 1.2 Spotting a business opportunity This topic will explore opportunities of business ideas through understanding customer needs and the competition and conducting market research.</p> <p>Topic 1.3 Putting a business idea into practice This topic focuses on making the business idea happen. Students will focus on identifying their aims and objectives and the financial aspects that come with starting a business.</p> <p>Students will sit regular classroom unit assessments to ensure they are retaining the knowledge and can apply their learning to businesses. This will happen consistently throughout the whole course.</p> <p>Students will practice exam strategies and questions to ensure they are exam ready for assessment 1.</p>			Assessment 1 – Made paper focusing on U3/4	Review and reteach	<p>Topic 1.4 Making the business effective How do you make a business successful? Students will look at the next stage of having a new business. Students explore the factors that impact on the success of the business, including location, the marketing mix and the business plan.</p> <p>Students will sit regular classroom unit assessments to ensure they are retaining the knowledge and can apply their learning to businesses. This will happen consistently throughout the whole course.</p> <p>Students will practice exam strategies and questions to ensure they are exam ready for assessment 2.</p>	<p>Topic 1.5 Understanding external influences on business Students finish Theme 1 by being introduced to a range of factors, many are outside the business factors, that effect your business and this topic explores how businesses respond to these influences.</p> <p>Students will practice exam strategies and questions to ensure they are exam ready for assessment 2.</p> <p>Theme 2: Building a business Topic 2.1 Growing the business This is the beginning of theme 2 which focuses on the methods of growth and how and why business aims, and objectives change as businesses evolve.</p> <p>This topic also looks at the impact that globalisation of a business has on the ethical and environmental questions facing businesses are explored.</p>	Assessment 2 – Past Paper 1	

Term	1	2	3	4	5		
Year 11	<p>The topics covered this year are extensions of the learning from year 10. There are some new topics which coincide with running a successful business. As in year 10, all topics follow a logical order and provide continuity in learning.</p> <p>Theme 2: Building a business Topic 2.2 Making Marketing Decisions Students will build on a topic covered briefly in year 10 and extend their understanding of how the marketing mix is managed and used to inform and make business decisions in a competitive market.</p> <p>Students will practice exam strategies and questions to ensure they are exam ready for assessment 1</p>	Mock 1	<p>Topic 2.3 Making Operational Decision The focus moves to the customer needs in this topic and students will look at how to meet the needs of customers by concentrating on design, supply, quality and sales decisions.</p> <p>Students will practice exam strategies and questions to ensure they are exam ready for assessment 2.</p>	Mock 2	<p>Topic 2.4 Making Financial Decisions In this topic students will focus on how to keep the business trading successfully which is why the emphasis switches to the financial tools to enable an owner to do this. The tools explored are ratio analysis and the use and limitations of a range of financial information.</p> <p>Topic 2.5 Making Human Resource Decisions The course finishes on how a business grows by making decisions that relate to organisational structure, recruitment, training and motivation of employees, which all influence business activities.</p> <p>Students will practice exam strategies and questions to ensure they are exam ready for assessment 3.</p>	Mock 3	Revision and past paper practice to embed knowledge and apply skills

Term	1	A	2	A	3	A	4	A	5		6
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Year 12	Topics to be covered: Theme 1: Marketing and people. 1.1 Meeting customer needs <ul style="list-style-type: none"> The market Market research Market positioning 1.2 The Market <ul style="list-style-type: none"> Demand Supply Markets PED YED 1.3 Marketing Mix and Strategy <ul style="list-style-type: none"> Product/Service design Branding and promotion Pricing strategies 	1.3 Marketing Mix and Strategy <ul style="list-style-type: none"> Distribution Marketing strategy 1.4 Managing People <ul style="list-style-type: none"> Approaches to staffing Recruitment, selection and training Organisational design Motivation in theory and practice Leadership 1.5 Entrepreneurs and Leaders <ul style="list-style-type: none"> Role of an entrepreneur Entrepreneurial motives and characteristics Moving from entrepreneur to leader 	1.5 Entrepreneurs and Leaders <ul style="list-style-type: none"> Business objectives Forms of businesses Business choices Theme 4: Managing Business Activity Theme 4: Global business 4.1 Globalisation <ul style="list-style-type: none"> Growing economies International trade and business growth Factors contributing to increased globalisation Protectionism Trading blocs 	4.2 Global markets and business expansion <ul style="list-style-type: none"> Conditions that prompt trade Assessment of a country as a production location Reasons for global mergers or joining ventures Global competitiveness 4.3 Global Marketing <ul style="list-style-type: none"> Marketing Cultural and social issues Niche markets 4.4 Global industries and companies <ul style="list-style-type: none"> The impact of MNC's Ethics Controlling MNC's Students will practice exam strategies and techniques	Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions. This term will be used for revision and exam preparation	Assessment 5	Theme 3: Business Decision & Strategy 3.1 Business objectives and strategy <ul style="list-style-type: none"> Corporate objectives Theories of corporate strategy SWOT analysis Impact of external influences 3.2 Business Growth <ul style="list-style-type: none"> Growth Mergers and takeovers Organic growth Reasons for staying small
	Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.	Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.	Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.	Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.	Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions		

Term	1	2	3	4	5				
Year 13	Theme 3: Business Decision & Strategy 3.2 Business Growth <ul style="list-style-type: none"> • Growth • Mergers and takeovers • Organic growth • Reasons for staying small 3.3 Decision-making techniques <ul style="list-style-type: none"> • Quantitative sales forecasting • Investment appraisal • Decision trees • Critical path analysis • Assessing competitiveness 3.4 Influences on business decisions <ul style="list-style-type: none"> • Corporate influences 	<i>Mock 1</i>	3.4 Influences on business decisions <ul style="list-style-type: none"> • Corporate culture • Shareholders vs stakeholders • Business ethics 3.5 Assessing Competitiveness <ul style="list-style-type: none"> • Interpretation of financial statements • Ratio analysis • Human resources 3.6 Managing Change <ul style="list-style-type: none"> • Causes and effects of change • Key factors in change • Scenario planning Theme 2: Managing Business Activity 2.1 Raising Finance <ul style="list-style-type: none"> • External finance • Liability • Planning 	<i>Mock 2</i>	2.2 Financial Planning <ul style="list-style-type: none"> • Sales forecasting • Sales, revenue and costs • Break-even • Financial planning • Budgets 2.3 Managing finance Profit 2.3 Managing Finance <ul style="list-style-type: none"> • Profit • Liquidity • Business failures • External influences • Economic influences • legislation 2.4 Resource Management <ul style="list-style-type: none"> • Production, productivity and efficiency • Capacity utilisation • Stock control • Quality management 	<i>Mock 3</i>	2.5 External influences <ul style="list-style-type: none"> • Economic influences • Legislation • The competitive environment 	<i>Mock 4</i>	Revision and past paper practice to embed knowledge and apply skills
	Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.		Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.		Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.		Students will be preparing for their exams throughout the term by learning exam techniques and practicing exam questions.		

Impact – This section should address the following questions:

What evidence do you have that your curriculum has enabled students to know more and remember more as they progress through the academy?

In KS4 in business we have a progress 8 score of -1.6 in both 2019 and -1.2 2018.

2017-18: Progress score of -1.2 (Grade 4 41.7%) (Grade 5 37.5%)

2018-19: Progress score of -1.6 (Grade 4 35%) Grade 5 25%)

What proportion of your students continue with your curriculum between key stages (and beyond)?

We are in the second year of the A-Level business in KS5 and the curriculum logically moves through the same exam board from KS4 to KS5 to ensure continuity. The student numbers in KS5 have increased over the last few years. We do not teach in KS3 therefore KS4 numbers are built from extra-curricular clubs, options assembly and promotion of the subject around the school.

What is the impact of the curriculum for all pupils and for different groups of pupils e.g. boys/girls; most able; SEND; Pupil Premium?

2018-19 results

Boys progress -1.0

Girls progress -2.4

SEN -2.1

Non SEN -1.4

PP Progress -1.7

Higher ability progress -1.6

EAL -0.4

There are many areas for improvement which we have addressed in the curriculum this year. A new Business Teacher has been employed as previous years there has been a difficulty in recruiting an outstanding Teacher that our students deserve.