

## Year 10 Business Curriculum Map

|   | Autumn Term  |                                     | Spring Term  |                        | Summer Term   |  |
|---|--|-------------------------------------|--|------------------------|---|--|
| <b>Unit Length</b>  | Module 4:<br>Human<br>Resources  | Module 3:<br>Business<br>Operations | Module 3:<br>Business<br>Operations  | Module 5:<br>Marketing | Module 5:<br>Marketing  | Revision<br>Mock Exams<br>Enterprise Project |
| <b>Links to the National curriculum/Assessment Objectives</b>                               | <p>Assessment Objectives:</p> <p><b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues.</p> <p><b>AO2:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p><b>AO3:</b> Analyse and evaluate business information and issues to demonstrate understanding of Business activity, make judgements and draw conclusions.</p>  |                                     |  |                        |   |  |
| <b>Description of the topic and key learning outcomes (key knowledge and understanding)</b> | <p><b>Overview</b></p> <p>Topic Areas:</p> <p>Module 4: Human Resources</p> <ul style="list-style-type: none"> <li>Motivating employees</li> <li>Training</li> </ul> <p>Module 3: Business Operations</p> <ul style="list-style-type: none"> <li>Methods of Production</li> <li>Efficiency in Production</li> <li>Managing Stock</li> <li>Suppliers</li> </ul> <p>Focus in all lessons on learning key concepts which are then applied to different business scenarios where appropriate. (AO 1 and AO 2) Development of analysis and evaluation is a key focus area from the beginning of Year 10. All knowledge in Business is new to students as no KS 3 curriculum for Business. Therefore there is consistent revisiting of Module 1 and 2 content as part of Do It Nows.</p> <p><b>Do It Now</b></p> <p>Focused on the recap and retrieval of knowledge from Module 1 and 2 and Module 4 lessons and then move to all Modules when finance unit commenced. Some parts of DIN work will focus on reading business related</p> |                                     | <p><b>Overview</b></p> <p>Topic areas:</p> <p>Module 3: Business Operations</p> <ul style="list-style-type: none"> <li>Procurement</li> <li>Quality</li> <li>Customer Service</li> </ul> <p>Module 5: Marketing</p> <ul style="list-style-type: none"> <li>Customer Needs</li> <li>Market Segmentation</li> <li>Market Research</li> </ul> <p>Focus in all lessons on learning key concepts which are then applied to different business scenarios where appropriate. (AO 1 and AO 2) Development of analysis and evaluation is a key focus area from the beginning of Year 10. All knowledge in Business is new to students as no KS 3 curriculum for Business. Therefore there is consistent revisiting of Module 1 - 5 content as part of Do It Nows.</p> <p><b>Do It Now</b></p> <p>Some parts of DIN work will focus on reading business related stories widely and often. (e.g. related to employment news, BREXIT, legal matters etc)</p> |                        | <p><b>Overview</b></p> <p>Topic areas:</p> <p>Module 5: Marketing</p> <ul style="list-style-type: none"> <li>Marketing Mix</li> <li>Product Life Cycle</li> <li>Product Portfolio</li> <li>Promotional Methods</li> <li>E-Commerce</li> <li>Integrated Marketing</li> </ul> <p>Revision of all modules with focus on exam preparation and practice.</p> <p><b>Do It Now</b></p> <p>Will focus on Paper 1 or Paper 2 content (e.g. Module 1 and 2 then also content for Module 3 and 4 for paper 1 and Module 5 and 6 for paper 2).</p> <p><b>Knowledge focus</b></p> <p>For topic areas covered above students will demonstrate knowledge and understanding (AO1) and apply this in a range of business contexts and scenarios (AO2).</p> |  |

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|  | <p>stories widely and often. (e.g. related to employment news, BREXIT, legal matters etc)</p> <p><b>Knowledge focus</b><br/>For topic areas covered above students will demonstrate knowledge and understanding (AO1) and apply this in a range of business contexts and scenarios (AO2).</p>   | <p><b>Knowledge focus</b><br/>For topic areas covered above students will demonstrate knowledge and understanding (AO1) and apply this in a range of business contexts and scenarios (AO2).</p> <p>In revision lessons this will focus on Modules 1 – 5.</p> <p>Some parts of DIN work will focus on reading business related stories widely and often. (e.g. related to employment news, BREXIT, legal matters etc)</p> |   |
| <b>Related Concepts (that are revisited)</b> | <p>None from KS 3<br/>Students will begin the process of revisiting and revising knowledge as part of DIN's</p>   | <p>None from KS 3<br/>Students will begin the process of revisiting and revising knowledge as part of DIN's</p>  | <p>None from KS 3<br/>Students will begin the process of revisiting and revising knowledge as part of DIN's</p>   |
| <b>Skills being taught</b>                   | <p>AO 1<br/>AO 2<br/>AO 3 (Increasing questions focusing on evaluative skills in context. Assessment Cycle papers have at least two AO 3 style question – compared to Year 9)</p> <p>Description of key business concepts<br/>Application of concepts in to specific case study contexts<br/>Provide advice to business owners as a result of analysis of options to make appropriate and justified decisions</p> | <p>AO 1<br/>AO 2<br/>AO 3 (Increasing questions focusing on evaluative skills in context. Assessment Cycle papers have at least two AO 3 style question – compared to Year 9)</p> <p>Description of key business concepts<br/>Application of concepts in to specific case study contexts<br/>Provide advice to business owners as a result of analysis of options to make appropriate and justified decisions</p>        | <p>AO 1<br/>AO 2<br/>AO 3 (Increasing questions focusing on evaluative skills in context. Assessment Cycle papers have at least two AO 3 style question – compared to Year 9)</p> <p>Description of key business concepts<br/>Application of concepts in to specific case study contexts<br/>Provide advice to business owners as a result of analysis of options to make appropriate and justified decisions</p> |
| <b>Milestone assessments</b>                 | <p>Assessment Cycle Paper 1</p>   | <p>Assessment Cycle Paper 2</p>  | <p>Assessment Cycle Paper 3<br/>Mock Exam- Paper 1</p>  |
| <b>Wider reading</b>                         | <p><a href="http://www.bbc.co.uk/new/business">www.bbc.co.uk/new/business</a><br/>Some DIN's will use current business articles to improve contextual knowledge and application.</p>  | <p><a href="http://www.bbc.co.uk/new/business">www.bbc.co.uk/new/business</a><br/>Some DIN's will use current business articles to improve contextual knowledge and application.</p>   | <p><a href="http://www.bbc.co.uk/new/business">www.bbc.co.uk/new/business</a><br/>Some DIN's will use current business articles to improve contextual knowledge and application.</p>  |
| <b>Literacy programme</b>                    | <p>Key-words<br/>Spelling (e.g. Business, customers and other common miss-spelt words and terms)</p> <p>Development of literacy structures for longer response analysis and evaluation questions.</p>   | <p>Key-words<br/>Spelling (e.g. Business, customers and other common miss-spelt words and terms)</p> <p>Development of literacy structures for longer response analysis and evaluation questions.</p>  | <p>Key-words<br/>Spelling (e.g. Business, customers and other common miss-spelt words and terms)</p> <p>Development of literacy structures for longer response analysis and evaluation questions.</p>   |

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|                 | Spelling (e.g. Business, customers and other common miss-spelt words and terms)<br>Development of literacy structures for longer response analysis and evaluation questions.<br>First consideration of structure needed for 12 mark (synoptic evaluation) questions. | Spelling (e.g. Business, customers and other common miss-spelt words and terms)<br>Development of literacy structures for longer response analysis and evaluation questions.<br>First consideration of structure needed for 12 mark (synoptic evaluation) questions. | Spelling (e.g. Business, customers and other common miss-spelt words and terms)<br>Development of literacy structures for longer response analysis and evaluation questions.<br>First consideration of structure needed for 12 mark (synoptic evaluation) questions. |
| <b>Homework</b> | Knowledge organisers   | Knowledge organisers   | Knowledge organisers   |