

Year 10 Business Studies Curriculum Rationale

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Students develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing, and human resources, as well as the relationship between the business and the environment in which it operates. Students learn to understand how these interdependencies and relationships underpin business decisions.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
Theme 1: Investigating Small Business Topic 1.1 Enterprise and Entrepreneurship 1.1.1 – Enterprise and Entrepreneurship 1.1.2 Risk and Reward 1.1.3 – Business Enterprise	<p>Students learn how businesses start and explore the impact of the risk and reward involved. They develop analytical skills whilst considering the consequences of business risk such as failure or reward such as profit.</p> <p>Students develop their critical thinking skills as they evaluate the dynamic nature of business.</p>	<p>Students start with this Theme and topic as it is a great introduction to Business Studies and how real entrepreneurs first start small businesses. By looking at the sources of ideas and the risk and rewards of starting a business, students think in a logical and applied sense about starting a business.</p> <p>The topic is very relatable as many students have encountered family members or friends who have started a</p>	<p>Entrepreneur quiz (SA)</p> <p>Biz Quiz</p> <p>MCQ</p> <p>1.1.2 - Entrepreneur research assessment activity</p> <p>1.1 Assessment Mat</p>	<p>Lit - Case study reading and key term development.</p> <p>Num - Financial considerations of costs, revenue and profit when starting a business.</p> <p>ICT – entrepreneur research opportunities.</p> <p>FBV – The importance of freedom to make</p>	<p>Linking – Using imagination to come up with new entrepreneurial ideas.</p> <p>Analysis – Analysis of the advantages and disadvantages of becoming an entrepreneur.</p> <p>Realising – MCQ assessment on enterprise</p> <p>Empathetic - Consider the personal costs of starting your own business – such as strains on relationships.</p> <p>Agile – Create innovative business ideas.</p>	<p>Continuous monitoring and understanding of business-related news articles.</p> <p>Case study and Tutor2u worksheets</p> <p>MCQ's</p> <p>Entrepreneur research assessment activity</p>

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		business or experienced a real small business such as a newsagent, plumber or window cleaner.		your own decisions as an entrepreneur starting your own business.	Hardworking - To complete detailed research into entrepreneurs, not just copy and pasting from the internet, really getting to know your subject.	
<p>Topic 1.2 – Spotting a Business Opportunity</p> <p>1.2.1 – Customer Needs</p> <p>1.2.2 – Market Research</p> <p>1.2.3 Market Segmentation</p> <p>1.2.4 – The Competitive Environment</p>	<p>This topic allows students to explore how new and small businesses spot business opportunities by understanding customer needs and by conducting and analysing a range of different research methods.</p> <p>Students will apply logical thinking and learn how to conduct research and analyse when primary and secondary research should be used. They will also evaluate the use of quantitative and</p>	<p>Depending on whether students have one or two teachers they will start this topic at the same time as 1.1 or just after as the two link together well and build on each other. This topic builds the foundations to ones which follow.</p>	<p>Biz Quiz</p> <p>1.2 MCQ assessments</p> <p>1.1/1.2 Assessment Mat</p> <p>1.1 & 1.2 End of unit assessment.</p>	<p>Lit - Case study reading and key term development.</p> <p>The development on 9-mark responses with appropriate exam technique.</p> <p>Num – The use and interpretation of quantitative data.</p> <p>ICT – research opportunities.</p>	<p>Meta-thinking – Develop intellectual confidence by developing a sound understanding of different marketing methods and having the confidence to analyse them and say when each method should be used.</p> <p>Linking – Using existing knowledge of marketing campaigns to make connections to identify which market segments businesses are aiming their marketing activities at.</p>	<p>Continuous monitoring and understanding of business-related news articles.</p> <p>Case study and Tutor2u worksheets</p> <p>MCQ's</p>

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	<p>qualitative information. Students will learn to create market maps to spot gaps in the market.</p> <p>Students will also examine the importance of understanding the competition.</p>			<p>FBV – Democracy and team working opportunities</p>	<p>Agile – Be enquiring, by challenging assumptions about ownership.</p> <p>Hardworking - Practice multiple-choice questions</p> <p>Realising – 1.1 & 1.2 end of unit assessment.</p>	
<p>Topic 1.3 – Putting a Business Idea into Practice</p> <p>1.3.1 – Business Aims and Objectives</p> <p>1.3.2 – Revenue, Costs and Profit</p> <p>1.3.3 – Cash Flow</p> <p>1.3.4 – Sources of Finance</p>	<p>Students now learn how to apply the theory and make a business idea actually happen.</p> <p>Students examine how a business identifies aims and objectives and calculates the key financial aspects of putting a business idea into practice.</p>	<p>Students complete this topic after topic one and two as parts of it are more challenging. Some students can find the financial side of the business accounts difficult therefore it is better to do this one students are settled and have heard and discussed terms such as profit before so they build upon their prior understanding.</p>	<p>1.3 Assessment Mat</p> <p>1.3 End of unit assessment</p> <p>1.3 MCQ's</p> <p>Biz Quiz</p>	<p>Lit - Case study reading and key term development.</p> <p>The development on 9-mark responses with appropriate exam technique.</p> <p>Num – The use of formula and calculation of</p>	<p>Meta-thinking – Monitor and evaluate income statements to take corrective actions if necessary. Develop meta-cognition by building on understanding about costs and profit and transferring this to the topic of cash-flow.</p> <p>Linking – Make connections with income statements and cash-flow forecasts.</p>	<p>Continuous monitoring and understanding of business-related news articles.</p> <p>Case study and Tutor2u worksheets</p> <p>MCQ's</p>

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				business accounts. ICT – use of excel to construct accounts. FBV – the development of business aims to consider non-financial aims such as freedom and decision-making power.	Analysis – To decide on necessary actions, based on the cash flow forecast. Hardworking - Practice multiple-choice questions Realising – 1.3 end of unit assessment	
Topic 1.4 – Making the Business Effective 1.4.1 Small Business Ownership & 2.1.1 Business Growth (PLC's) 1.4.2. – Business Location 1.4.3 – The Marketing Mix	Students analyse a range of factors that will influence whether a small business is successful or not. Students develop logical thinking and analysis skills when deciding on factors such as location, ownership, and the marketing mix.	Depending on whether students have one or two teachers, they will either study the topic at the same time as topic 3 or after topic 3. Students complete this topic now as it considers items such as the marketing mix the business creates	1.4 Assessment Mat 1.4 End of unit assessment 1.4 MCQ's Biz Quiz	Lit - Case study reading and key term development. The development on 9-mark responses with appropriate exam technique.	Meta-thinking – Strategy planning when considering what should and should not go into a business plan and why. Analysis – To logically consider why businesses will change business ownership. Creating – To generate a marketing mix, create an effective business plan	Continuous monitoring and understanding of business-related news articles. Case study and Tutor2u worksheets MCQ's

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1.4.4 – Business Plans	Students will also evaluate the importance of a business plan, especially in connection with securing finance.	<p>which they will use market research to determine which they study in topic 2.</p> <p>They also learn about the different ownership types of small businesses if they grow - so this builds on topic 1 therefore they need the foundation blocks of the other topics first.</p>		<p>Num – The consideration of costs as businesses grow and the impact of limited and unlimited liability on personal risk and wealth.</p> <p>FBV – the importance of mutual respect between the owners of a business such as partners and shareholders.</p>	<p>and create a deed of partnership.</p> <p>Linking – To make generalisations about the locations which would suit various businesses and why, based on the success or failure of similar businesses.</p> <p>Hardworking - Practice multiple-choice questions</p> <p>Realising – 1.4 end of unit assessment</p> <p>Empathetic - Present ideas on how various business decisions will affect different stakeholders and empathise with their perspectives</p>	
<p>Topic 1.5 – Understanding External Influences</p> <p>1.5.1 – Stakeholders</p> <p>1.5.2 – Technology</p>	Students will learn how businesses do not operate in isolation and analyse the external influences on a business and evaluate the way in which	This topic is taught last as we are now starting to assess the factors outside of a business’s control which will affect the business. This topic is	<p>1.5 Assessment Mat</p> <p>1.5 End of unit assessment</p> <p>1.5 MCQ’s</p>	<p>Lit - Case study reading and key term development.</p> <p>Debates on Brexit and Covid-19</p>	Meta-thinking – Strategy planning by taking your existing understanding of technology and consider how businesses will develop technology and	

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<p>1.5.3 – Legislation</p> <p>1.5.4 – Economy</p>	<p>businesses respond to these influences.</p> <p>Students will develop their logical thinking and analysis in relation to a range of external factors such as stakeholders, technology, legislation and the economy.</p>	<p>highly topical and debatable with discussion of Covid-19 and Brexit.</p> <p>It is important students understand the internal side of a business and then go on to analyse the external factors affecting the business.</p>	<p>Biz Quiz</p> <p>Theme 1 PPE</p>	<p>The regular reading of news articles on interest rates, inflation etc.</p> <p>Num – The consideration of tax, interest rates and inflation on the financial side of a business.</p> <p>FBV – The impact of legislation on businesses and the consequences of not meeting consumer and employment law.</p>	<p>business even further in the future.</p> <p>Linking – Consider how Brexit, Covid 19 have, and will affect the success and failure of various businesses.</p> <p>Analysis – To decide which businesses are affected most by external influences and why.</p> <p>Creating & Empathetic – To generate ideas on how businesses can be more ethical.</p> <p>Agile – To be open minded when considering stakeholders, conflicts of interest and resolutions.</p> <p>Realising – 1.5 assessment</p>	