

# The Business and Finance Curriculum

At key stage four the GCSE Business students continue to follow the Edexcel GCSE Business course, with the expectation at the end of the year 11 that students sit the Theme 1 and 2 papers. The course teaches students about the main functional areas of business – marketing, finance, operations, human resources as well as wider aspects of business. Theme 1 underpins the material covered in Theme 2.

At key stage five A level students follow the AQA Business specification. Prior knowledge of GCSE Business is not needed to study A level Business. Students are taught the fundamentals of business - marketing, finance, operations, human resources as well as wider aspects of business with the expectation at the end of year 13 they sit three exam papers.

In 2020 due to the nature of the GCSE cohorts it was decided that students who had shown evidence of struggling to access the course were switched to the Award in Financial Education in order for them to gain a GCSE. This option will be considered in future years if there is evidence to show students would benefit.

Students at key stage five also have the option to study the Certificate in Financial Studies which they can convert into the Diploma in Financial Studies and gain a full A level if they study this for two years. Students can choose to study the Certificate in Financial Studies at either year 12 or year 13. Students gain skills in personal finance and prepare for external exams that they sit throughout the course. The expectation is that students sit exams in January and May and complete two units for each of the courses.

## Extra-curricular

The Business faculty offers various extra-curricular offerings including: enterprise opportunities, trips to businesses and talks from local business people.

We look for promote business and finance as a career for women and attend conferences aimed at our female cohort to make them aware of options available to them.

# Curriculum Intent

We aim to create the very best Business and Finance studies students. The aim of the Business and Finance curriculum is to develop students' understanding of how the local / national / global economy works through analysing economic issues, problems and institutions that affect everyday life. The aim of the Business and Finance studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities.

We do this by quality first teaching which ensures students understand underlying Business theory which students apply to a variety of familiar and unfamiliar case studies. We want students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy.

Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable.

Our curriculum in Business studies and Finance supports the ethos statement of the school. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in Business studies and Finance lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind.

As a knowledge based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

Cultural Capital is embedded throughout the Social Sciences curriculum. Our students are constantly introduced to a wide variety of viewpoints from some of the most influential economists and entrepreneurs throughout history. We investigate the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples. Students undertake this whilst developing an increased understanding into current events happening globally.

In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

# Curriculum Implementation

Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. We are committed to a three-year plan of developing our schemes of work. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.

To complement the schemes of work students also engage in Business studies through arranging student revision conferences with senior examiners and other experienced practitioners. These activities allow students to gain valuable insight into the subject and the demands of the examination.

In Business studies and Finance we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice. All staff in the department make full use of the Google applications for education and all students use this to access the departmental resources both in lessons and remotely.

# Curriculum Impact

We know our curriculum is working in the Business studies and Finance department as examination results are consistently above the national average and among the best in the school at A-level.

The quality of teaching and learning in Business and Finance has been praised during learning walks by both external and internal observers.

The engagement of students in the department can be observed in lessons and recorded in student voice. The number of students choosing to study Business studies at A-Level is very high and a number of our students go on to study the subjects further at university.

More importantly, students frequently express their enjoyment of Business studies and Finance, the quality of teaching they have received and their appreciation of the knowledge and study skills they have gained from the department.

# Business

<b>Subject</b>	<b>Business</b>			<b>Year Group:</b>	<b>13</b>	
<b>Unit/Topic</b>	Analysing the strategic position of a business	Choosing strategic direction	Strategic methods – how to pursue strategies and managing strategic change	AS and A2 recap	AS and A2 recap	Study Leave
<b>Skills</b>	Knowledge, application and mathematical skills	Knowledge, application, analysis and evaluation skills	Knowledge, application and mathematical skills	Knowledge, application, analysis and evaluation skills	Knowledge, application, analysis and evaluation skills	
<b>Knowledge</b>	Formulas, key terms across the specification	Application and analysis of key business terms and evaluation of their impact	Formulas, key terms across the specification	Application and analysis of key business terms and evaluation of their impact	Application and analysis of key business terms and evaluation of their impact	
<b>Recall/review from previous learning</b>	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories.	Applying knowledge of business terms and theories.	
<b>Assessment</b>	Formative assessment – multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment – multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment – multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment – multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment – multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	
<b>Cultural Capital, Equality, Diversity Inclusion</b>	Real life businesses are used throughout the curriculum to	Real life businesses are used throughout the curriculum to	Real life businesses are used throughout the curriculum to	Real life businesses are used throughout the curriculum to help	Real life businesses are used throughout the curriculum to	

	help students relate to the material being covered	help students relate to the material being covered	help students relate to the material being covered	students relate to the material being covered	help students relate to the material being covered	
<b>Literacy/Numeracy</b>	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions, Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	

<b>Subject</b>	<b>Business</b>			<b>Year Group:</b>	<b>12</b>	
<b>Unit/Topic</b>	What is a business? And Managers, leaders and decision making	Decision making to improve marketing performance	Decision making to improve operational performance	Decision making to improve financial performance	Decision making to improve HR performance	AS recap
<b>Skills</b>	Knowledge, application and mathematical skills	Knowledge, application, analysis and evaluation skills	Knowledge, application and mathematical skills	Knowledge, application, analysis and evaluation skills	Knowledge, application, analysis and evaluation skills	Knowledge, application, analysis and evaluation skills
<b>Knowledge</b>	Formulas, key terms across the specification	Application and analysis of key business terms and evaluation of their impact	Formulas, key terms across the specification	Application and analysis of key business terms and evaluation of their impact	Application and analysis of key business terms and evaluation of their impact	Application and analysis of key business terms and evaluation of their impact
<b>Recall/review from previous learning</b>	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories.	Applying knowledge of business terms and theories.	Applying knowledge of business terms and theories.
<b>Assessment</b>	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past A level questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past A level questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past A level questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past A level questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment – multichoice knowledge test; end of topic papers simulating exam question practice and past A level questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past A level questions In class questioning Extended writing tasks. Self and peer assessment.
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Subject	Business			Year Group:	11	
<b>Unit/Topic</b>	Revision of Theme 1: Investigating a small business: Putting a business idea into practice and Building a business: Making financial decisions	Revision of Theme 1: Revision of Theme 1: Investigating a small business: Enterprise and entrepreneurship and Building a business: Growing the business and Building a business: Making HR decisions	Revision of Theme 1: Investigating a small business: Spotting a business opportunity and Building a business: Making marketing decisions	Revision of Theme 1: Investigating a small business: Making the business effective and Building a business: Making operational decisions	Revision of Theme 1: Investigating a small business: understanding the external influences on business and Building a business: Growing the business	<b>Study Leave</b>
<b>Skills</b>	Knowledge, application and mathematical skills	Knowledge, application, analysis and evaluation skills	Knowledge, application and mathematical skills	Knowledge, application, analysis and evaluation skills	Knowledge, application, analysis and evaluation skills	
<b>Knowledge</b>	Formulas, key terms across the specification	Application and analysis of key business terms and evaluation of their impact	Formulas, key terms across the specification	Application and analysis of key business terms and evaluation of their impact	Application and analysis of key business terms and evaluation of their impact	
<b>Recall/review from previous learning</b>	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories	Applying knowledge of business terms and theories.	Applying knowledge of business terms and theories.	
<b>Assessment</b>	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment –multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	Formative assessment – multichoice knowledge test; end of topic papers simulating exam question practice and past GCSE questions In class questioning Extended writing tasks. Self and peer assessment.	



<b>Cultural Capital, Equality, Diversity Inclusion</b>	Real life businesses are used throughout the curriculum to help students relate to the material being covered	Real life businesses are used throughout the curriculum to help students relate to the material being covered	Real life businesses are used throughout the curriculum to help students relate to the material being covered	Real life businesses are used throughout the curriculum to help students relate to the material being covered	Real life businesses are used throughout the curriculum to help students relate to the material being covered	
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## Finance

<b>Subject</b>	<b>Certificate in Financial Studies</b>			<b>Year Group:</b>	<b>12 or 13</b>	
<b>Unit/Topic</b>	Topic 2: The personal life cycle Topic 9: Budgets and forecasts Topic 1: Purposes of money Topic 3: Payment methods Topic 4: Everyday banking Topic 5: Savings products	Topic 6: Borrowing products Topic 11: Dealing with debt Topic 10: Dealing with unexpected events Topic 7: Providers Topic 8: Consumer protection Topic 12: Earnings	Revision and exam preparation Unit 1 Paper 1 and Paper 2	Topic 1: Needs, wants and aspirations Topic 5: Financial planning Topic 6: Financial planning and informed choices Topic 7: Dealing with unforeseen events Topic 4: Dealing with long term risks	Topic 9: Sources of information and advice Topic 2: Savings and investment products Topic 3: Borrowing products Topic 10: Making an informed choice Topic 8: Ethics and sustainability	Revision and exam preparation Unit 2 Paper 1 and Paper 2
<b>Skills</b>	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills
<b>Knowledge</b>	Knowledge of dealing with personal finance and calculating savings; pay; budgets	Awareness of the cost of borrowing; dealing with debt; calculating pay and how consumers are protected by fraud and financial providers	Exam technique and expectation	Knowledge of planning for needs, wants and aspirations and an awareness of risks and dealing unforeseen events.	Financial products available for managing personal finances and what to consider when managing personal finance	Exam technique and expectation
<b>Recall/review from previous learning</b>	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories
<b>Assessment</b>	Formative assessment – multichoice knowledge test; topic exam questions; past	Formative assessment – multichoice knowledge test; topic exam questions; past	Formative assessment – multichoice knowledge test; topic exam questions; past	Formative assessment – multichoice knowledge test; topic exam questions; past	Formative assessment – multichoice knowledge test; topic exam questions; past paper exam questions;	Formative assessment – multichoice knowledge test; topic exam questions; past

	paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	In class questioning Extended writing tasks. Self and peer assessment.	paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.
<b>Cultural Capital, Equality, Diversity Inclusion</b>	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered. There is a section that focuses on Islamic law which students need to have an awareness of.	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered
<b>Literacy/Numeracy</b>	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions, Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions. Numeracy skills are practiced throughout the course due to this skill being one of the first covered.

<b>Subject</b>	<b>Diploma in Financial Studies</b>			<b>Year Group:</b>	<b>13</b>	
<b>Unit/Topic</b>	Topic 1: Personal financial sustainability Topic 5: Good debt, bad debt Topic 2: How the state can help Topic 4: Monitoring and adapting personal financial plans	Topic 3: The impact of external factors Topic 6: The impact of global events and ethics Topic 7: The impact of recent changes	Revision and exam preparation Unit 3 Paper 1 and Paper 2	Topic 1: The financial system Topic 2: Competition in the financial services sector Topic 3: Sustainability in the financial services sector Topic 4: The impact of the media on the sustainability of the financial services industry Topic 5: External influences on financial services providers and their products	Topic 6: The impact of change and uncertainty on financial products Topic 7: Marketing materials and their effectiveness Topic 8: Attracting, retaining and satisfying customers Topic 9: Market segmentation and product development Topic 10: Case studies	Revision and exam preparation Unit 4 Paper 1 and Paper 2
<b>Skills</b>	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills. Exam technique and expectation	Knowledge, application, analysis and evaluation skills
<b>Knowledge</b>	Knowledge of managing personal finance and the support available to deal with debt	Knowledge of how external factors influence personal finances and how to deal with them	Exam technique and expectation	Knowledge of the variety of financial services and how these services have to follow procedures but remain competitive	Knowledge of the variety of financial services and how these services are presented to consumers	Exam technique and expectation
<b>Recall/review from previous learning</b>	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories	Applying knowledge of finance terms and theories
<b>Assessment</b>	Formative assessment –	Formative assessment –	Formative assessment –	Formative assessment –	Formative assessment –	Formative assessment –

	multichoice knowledge test; topic exam questions; past paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	multichoice knowledge test; topic exam questions; past paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	multichoice knowledge test; topic exam questions; past paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	multichoice knowledge test; topic exam questions; past paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	multichoice knowledge test; topic exam questions; past paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.	multichoice knowledge test; topic exam questions; past paper exam questions; In class questioning Extended writing tasks. Self and peer assessment.
<b>Cultural Capital, Equality, Diversity Inclusion</b>	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered.	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered	Real life financial institutes and their financial data are used throughout the curriculum to help students relate to the material being covered
<b>Literacy/Numeracy</b>	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions,	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions.	Students are taught the exam technique linked to this specification which they develop with the extended writing of exam questions.