**Year 10 GCSE Business Overview**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| Big Ideas | What is enterprise and entrepreneurship?  New business ideas  Setting up a new business  Financial decisions for start-ups  External factors that can affect business | Company types  Choosing a location  Business planning | The importance of marketing to the success of a business |
| Topics | * 1. Enterprise and entrepreneurship * Dynamic nature of business (why and how new business ideas come about) * Risk and reward * Role of business enterprise   1. Spotting a business opportunity * Customer needs (identifying and understanding customer needs) * Market research (primary, secondary, qualitative, quantitative) * Market segmentation (how businesses target their customers) * The competitive environment (ways of competing and impact of the competition)   1. Putting a business idea into practice * Business aims and objectives (why entrepreneurs start-up businesses – financial and non-financial reasons) * Business revenues, costs and profits (calculating revenue, types of costs, calculating profits, interest, break-even)) * Cash and cash-flow (importance of cash, calculation and interpretation of cashflow forecasts) * Sources of business finance (sources of finance available for start-ups) | End of 1.3   * 1. Making the business effective * Limited liability and options for start-up businesses (types of liability, sole trader, partnership, private limited company, franchise) * Business location (factors influencing the most suitable location) * The marketing mix (product, price, promotion, place) * Business plans (contents, purpose and benefits of business planning) | * 1. Understanding external influences on business * Business stakeholders (objectives and influence of stakeholders) * Technology and business (types of technology used by businesses and their impact) * Legislation and business (consumer and employment law) * The economy and business (unemployment, consumer income, inflation, interest rates, exchanger rates, taxation) * External influences (legislation, technology, the economic climate) |
| Vocabulary | Tier 3 vocabulary: Glossary of business terms for 1.1, 1.2, 1.3 to be given out. | Tier 3 vocabulary: Glossary of business terms or 1.4 to be given out. | Tier 3 vocabulary: Glossary of business terms or 1.5 to be given out. |
| Skills | Students will develop these skills:  Literacy:  Discussion, creating an argument, comprehension (finding the evidence), interpreting business information, learning keyword meanings, using keywords in explanations and discussions.  Numeracy:   * calculating costs, revenues, profits * percentages and percentage changes * averages * gross profit margin and net profit margin * cash-flow forecasts, including total costs, total revenue and net cash flow   Interpretation:   * information from graphs and charts * profitability ratios (gross profit margin and net profit margin) * financial data, including profit and loss cash-flow forecasts * marketing data, including market research data * market data, including market share, changes in costs and changes in prices   Written:  Identify, outline, explain, analyse, evaluate. | | |
| Assessment | Formative assessment every lesson.  Range of learning & skill-based homework.  End of unit assessments focusing mainly on list and explain command words.   * 1. Unit test   2. Unit test   3. Unit test | Formative assessment every lesson.  Range of learning & skill-based homework.  End of unit assessments focusing mainly on list and explain command words.   * 1. Unit test | Formative assessment every lesson.  Range of learning & skill-based homework.  End of unit assessments focusing mainly on list and explain command words.   * 1. Unit test   End of Year 10 Assessment. |
| Core concepts | The aims of entrepreneurs, meaning of revenue, costs and profit, importance of planning, importance of customers, employees and competitors (stakeholders), role and significance of marketing in business success and the impact of external factors on business success. | | |
| \*SMSC Links | SMSC in Business  In Business students are encouraged to explore sexism, racism and discrimination through the discussion of laws and recruitment and the implications on businesses. Students are encouraged to express their own opinions and explore different examples. Students also explore their own feelings and outlooks and reflect upon topics such as ethics.  **Moral development in Business**  In Business students look at employment legislation and investigate discrimination in the workplace. Student also complete a unit of work on ethics in business and investigate why some business adopt ethical practices while others do not.  **Cultural development in Business** In Business students look at the impact of the EU and how this impacts business trade. Students are encouraged to explore the wealth of different countries and how developed they are. Students will research less economically developed countries and the impact this has on businesses and people.  **Social development in Business**  In Business students work collaboratively on a range of projects, particularly on the Enterprise unit where they have to work together as a small business and develop product ideas and marketing strategies. Students then present their ideas to the rest of the class in a Dragons Den lesson. Throughout the GCSE, students are encouraged to develop their team working skills through collaborative work and research. | | |
| Enrichment | * Enterprise club * Wider reading * The business news * Student-led activities are encouraged | | |
| Impact | Students are required to memorise key words for each unit and use them in their written responses. A successful student will be able to use key words and apply them to business concepts in an accurate way and develop a chain of reasoning demonstrating cause and effect. In longer answers, students will be able to link concepts together to generate a high-level response. Students should develop their knowledge of small and medium sized businesses and identity elements of the marketing mix being used well. They should be able to accurately interpret business information and make suitable recommendations for changes or solving problems and be able to justify their reasoning. Studying Business will help to build their knowledge of work/careers, and the importance of products and services to consumers in the world around them. They will learn to consider moral and ethical issues in the business world and weight up the significance of these. | | |

|  |
| --- |
| Ways to support student learning in this subject |
| * Encourage the completion of homework. * Encourage use of the BBC Business News app * Encourage discussion of business news. * Discuss lesson topics and * Encourage self-assessment and reflection using personalised learning checklists (PLCs) * Practice understanding of key words using the glossary. * Refer students to LaunchPad revision materials * Purchase CGP revision guides and workbooks for independent revision and practice |